

# RECREATION



**Playground  
Issue**

**April 1948  
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**DON'T FORGET:** National Music Week, May 2 to 8. Sponsored by the National and Inter-American Music Week Committee, 315 Fourth Avenue, New York 10, New York. Write for information, display materials, pamphlets and lists.

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*J.A.*



# Recreation

*April 1948*

## Six in One

### *Six Important Parts of Jackie D's World*



"**H**ERE ME IS," states Jackie D., aged four, just starting kindergarten, as he stands before us, alert on tiptoe to face life, his pockets bulging with his toy gun, little auto, his various treasured possessions. Jackie D. is joyous, responsive, very human. "Here me is"—here he is, and what are the parts of his world that are most important to him as he stands on the threshold of his universe?

Religion. I place religion first for Jackie—the inner attitude toward the universe. Is the universe to be trusted? How far? What shall be Jackie's attitude toward the people about him? What shall be Jackie's attitude toward a Power greater than himself that makes for brotherhood, for one world, for walking humbly?

In a long life Jackie D.'s inner attitude toward the universe of which he is a part will make a big difference.

A Second Part—Labor. A second important part of his world for Jackie D. is labor. There is food to be raised; there is clothing to be made; there are houses to be built, bridges to be constructed.

Jackie D. through the years will be content only as he finds that he shares in the work of the universe, that he does his part. What principles prevail in this world of work will be of the greatest importance to Jackie throughout his life. He will desire special skill to use his native gifts well and happily.

A Third Part—Recreation, Leisure, Just Living. At the present time, at the age of four, a large part of Jackie D.'s activity falls in the field of play. He puts on his own little dramas to show more clearly to himself what it is his father and mother and others are doing. Before many years he will be absorbed in baseball, in basketball. Perhaps he will spend every hour he can spare on the violin. He will want to swim, to skate. Always for a person built as Jackie is there will be a thousand and one things he will want to do, and the days will be all too short. Through recreation he tries himself out, develops his powers, learns to live, really does live. In recreation he finds joyous comradeship with others. Not only music, drama, nature, arts, crafts, literature and sports, but even service to other people, may come in for him as recreation. The recreation part

of Jackie D.'s world is central; it has relation to all the other parts.

**A Fourth Part—Education.** For centuries leaders have been studying how our schools can best help Jackie D., not only in his years in school but also throughout all his life. How can the experience of the past, of the present—all experience—help Jackie D. to obtain maximum growth? Rightly have we given much attention to the world of education.

All the accumulated skills, all the riches of civilization from the ages, all that men have thought, all that men have done, all that men have shown themselves to be belongs to Jackie D. insofar as he can help himself and be helped to see what has value for him, how much he can well use in his own life.

As in the case of the other parts of Jackie D.'s world, education cannot be separated from the other parts but must be related to them all.

**A Fifth Part—Health.** The world of health is of first importance to Jackie—mental health, physical health, spiritual health, positive outgoing health of the whole person. Rightly health has attracted very large financial aid and the very best of wise leadership. It has been the field of great human victories. Proportionately, tremendous progress has been made in the development of health knowledge in preparing for Jackie.

**A Sixth Part—Government.** Gradually over the thousands of years, in the tribe, in the region, in the larger areas and now over nearly all the earth's surface men are united for a degree of government. Much of Jackie D.'s future depends upon how far the various problems can be worked out in peaceful ways through organized government. Are the best years of Jackie D.'s life to be spent in world wars? How can all men learn to live and work together under government? Government is a main division for Jackie D.

"Here me is," says Jackie, and as we look at him standing, bursting with energy, he faces at least six parts of his world that are important to him, and

all these parts closely interrelated—religion, labor, recreation, education, health, government.

Near Jackie's home is the Great South Bay. Soon he will go out to sail a boat on it. As he sees the sunset, the sunrise, the sweep of sky, he will bow in reverence (one element in religion). He will acquire skills that can help in providing fish and clams for his family (labor). Under the guidance of his father he will learn of waves, of winds, of currents (acquiring experience, which is education). Sunlight, fresh air, exercise will help make him strong (health). He will learn there are ordinances and laws that are laid down regarding sailing, clamming. (He becomes conscious of government.) But it is only the one same Jackie that faces all these worlds. Jackie goes out on the Bay just to have fun, but later he will see that all these parts to his world are one universe, and he is one person and that all are of first importance to him.

Five of these parts to Jackie D.'s world are not likely to be neglected. Of the parts that are so important to Jackie the one that has had least attention, the least thought spent upon it, is recreation, the world of leisure and play. The force of recreation, of play, of leisure activity is one of the greatest forces at large in the world today. In potential power it is like unto steam, electricity, atomic energy. What it would mean if through the generations and the centuries all the wise men who see the importance of leisure and recreation and are willing to devote themselves to this particular part of the world were freed to do so—all the Aristotles, the Froebels, the Joseph Lees, the John H. Finleys, the L. P. Jackses.

The Jackie D.s' of this generation and of many generations to come stand before us—"Here we are. What will you do for us? What will you do for us in the home, in the church, in the school, in the neighborhood, in the city?"

Under modern city conditions recreation, abundant living, has a first importance for all the Jackie D.s now living and those to come. It is central and can be neglected only at our peril.

HOWARD BRAUCHER.



## RECREATION

# Comments

### LETTERS TO AND FROM THE EDITORIAL DEPARTMENT

#### TO RECREATION:

"I have been impressed with the fine setup of the RECREATION magazine in recent issues."

LYNN ROHRBOUGH  
*Cooperative Recreation Service  
Delaware, Ohio*

"Incidentally, I would like to say that RECREATION magazine has been very much improved in recent months and have heard similar comments from people I have spoken with in the field."

SIDNEY G. LUTZIN  
*Assistant Recreation Program Supervisor,  
New York State Youth Commission,  
Albany, New York*

"May I congratulate the National Recreation Association on the composition and content of the January issue of RECREATION."

GARRETT G. EPPLEY  
*Chairman, Department of Recreation,  
Indiana University,  
Bloomington, Indiana*

"Congratulations on February number—newsy—thoughtful—charming."

OTTO T. MALLERY  
*Philadelphia, Pennsylvania*

"The February, 1948 issue of RECREATION is 'Super' in many respects. I enjoyed especially 'Play As You Go,' 'Lighting Up the Ordinary Hours of the Day with Recreation,' and 'It's Time for Recreation.'"

MINNIE SELLERS  
*Superintendent of Recreation  
Tuscaloosa, Alabama*



#### TO OUR READERS:

Because of the interest shown in the last few issues of RECREATION, we—as new staff—gratefully take this opportunity to thank the friends of the magazine for their good wishes and comments which have been so helpful

during these first months. It is most encouraging to know that we are moving in the right direction.

In this day of almost complete mechanization, all who have given serious thought to the recent and rapid advance of science know that leisure time hours are on the increase and will continue to be—if we are wise enough to succeed in maintaining the peace. This means, of course, that the golden age of recreation is at hand, and that there is much—very much—to be done. Increasingly, people will need guidance in knowing how to enrich their living through the intelligent and satisfying use of newly acquired time. The challenge to recreation leaders is unmistakable.

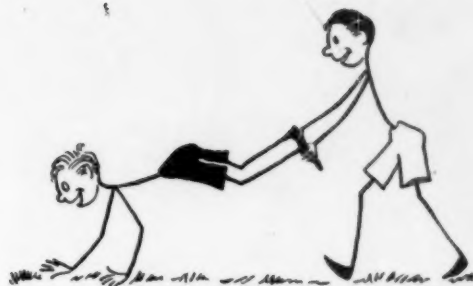
In light of the above, the staff of RECREATION—the magazine of the recreation movement in this country—will strive to be even more alert to rising needs and thus continue to be of real service to recreation leaders, to communities and to individuals, by giving practical help in the form of current thinking, information, new program ideas and methods of work in this field. In addition, we will work toward building a book of ever increasing interest to the general public, as well as to the recreation workers whom it serves, so that it may interpret recreation to those who are still unclear as to its importance in the scheme of things.

DOROTHY DONALDSON  
*Managing Editor, RECREATION*



# Our Summer Program in Movies

Harold Hainfeld



**A**PPROXIMATELY one thousand residents of Tenaflly gathered in the rear of the MacKay School on Wednesday evening, August twentieth, to see a project of their Recreation Commission—the first outdoor showing of the movies of the summer recreation program. Early in June, the commission had appropriated sixty dollars to purchase moving picture film to record summer recreation activities. A 16 mm. moving picture camera was lent to the playground director by his father, an enthusiastic amateur movie maker. With the help of a commission member, who secured 800 feet of 16 mm. colored film at wholesale price and donated another two hundred feet of black and white film, the project was ready to start.

On July fourth the Recreation Commission collaborated with the police department in sponsoring a full day and evening recreation program, and the new project was launched. Three hundred and fifty feet of film were taken of a variety of activities—sack races, a bubble gum contest, sailboat races and the track meet. Highlights of the film were pictures of the members of the local police passing out the ice cream and soda which they had donated to the children, and scenes of the children enjoying free pony rides.

Taking movies of the night fireworks presented a difficult problem for it was impossible to get a light meter reading of the bursting sky rockets and flares. The camera was set at  $f3.5$ , the largest opening, and shot at slow speed of twelve frames a second, using the faster indoor colored film. To everyone's surprise, when the film returned from the processing laboratory, an excellent colored movie of the night fireworks was ready to be spliced into the rest of the film.

The children took a great interest in the movie

## *Movie Making Can Play Important Part in Public Relations*

making project throughout the summer. Titles for some of the activities were made in the arts and crafts classes. Other photographs of the children's program

included shots of the softball games, the children on a lollypop hunt, the craft classes in action and the craft exhibit, watermelon and costume parties and the doll and pet shows.

Black and white film was used to photograph the twilight softball league, it being so difficult to get good colored pictures after sundown. This type of film also was used to take movies of the softball dinner at the close of the season. Black and white film can be processed in two or three days, thus making it possible to have the movies of the dinner for the Wednesday evening showing just a few days later.

At the end of the season, football bleachers were erected in the rear of the school for the big outdoor showing of the playground movies. The electrical power for the projector was obtained from an outlet in the school, and as the films are silent, the police department furnished its emergency truck with a loud speaker to describe the activities to the audience.

The Tenaflly Recreation Commission now has a thousand feet of movies of the summer program, a thirty-five minute show. Plans call for the film to be shown to the Parent Teachers Association, the Women's Club and civic organizations as part of the public relations program.

We have found that movie making adds another interesting activity to summer playground activity. The children greatly enjoy acting for the movies; but, of equal importance, is the stimulation of community interest in the recreation program—adults and taxpayers and civic leaders willingly turn out to see their children and friends perform.



The queen reigns over the entire community circus.



The boys and girls learn tumbling and trapeze.

## *Hey Skinny!*

# The Circus is Coming To Town

Glenn Wilcox

**"H**HEY! LOOK, SKINNAY! The circus is coming. Clowns, acrobats, trapeze performers, horses, all kinds of freaks an' everything."

Three sawdust rings packed full of action and a sparkling array of amateur talent delighted the eyes of 15,000 citizens of Fort Worth, Texas, last August. The world's second largest community circus was being staged by the Fort Worth Public Recreation Department at LaGrave baseball field, and it was a thrilling local event. Boy and girl performers came from playgrounds in every section of the city to take an exciting part in good old time circus pageantry.

More than 1,200 people and 100 horses partici-

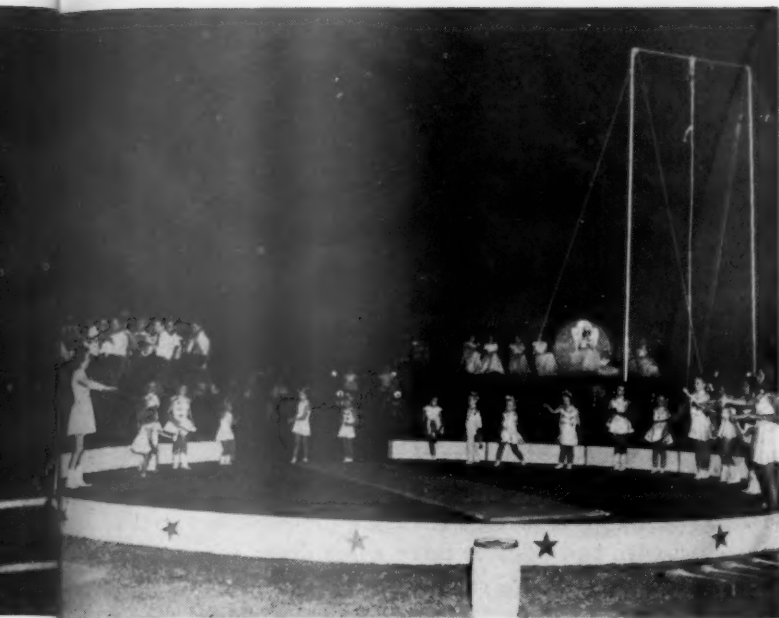
pated in the galaxy of talent presented. Over 500 actual performers went through their turns with the greatest of ease.

The most amazing part of this amateur playground circus is that there are no dress rehearsals, all of the acts being rehearsed individually. The forty-four piece professional band is made up of top musicians of the city and is led by a man who has directed big time vaudeville and circus acts. He is more than adept at putting the musicians through their paces.

The band is notified of the circus acts two weeks before the performance and music cues are worked out according to the action in each. Although members of the band don't actually see the circus until the night of the show, all of the performers complete their routines on time and the band never misses a cue. The general audience doesn't know this, but it's quite thrilling to see the acts work out beautifully under this system. This has been going on for eighteen years, and the circus has always finished the performance without a bobble. It requires two hours and six minutes for presentation from the time the mile and a half grand entry makes it trek around the big hippodrome track to the finish of the sixty circus acts.

The show is opened with the playing of the National Anthem, a welcoming address by the mayor, and the crowning of the circus queen by the president of the recreation board. The queen is previously selected at the senior health and beauty





Most major acts are from special recreation classes.



This affair has the professional atmosphere.

revue which is staged at one of the municipal pools. She has been judged for her posture, beauty and personality; and she reigns over the entire circus after being crowned.

Most of the major acts are from the special activities classes in the recreation building. In these classes, boys and girls learn tumbling, trapeze, teeter board, tramopline, springboard, hand balancing, wire walking, baton twirling, acrobatics and many other activities which become a part of the main circus acts. Each year several guest artists are featured, some of whom have been professionals at one time, and who are glad to help out in a fine community enterprise. This gives a real flavor to the Big Top atmosphere. Everyone in town—from baker to candlestick maker—seems to have a part in the undertaking.

The grand entry, which is a mile and a half long and brings together boys and girls from the city playgrounds, has a theme. Miracle Days was the one chosen last year. There are seven sections in the big parade. Playground directors are assigned specific sections in the grand entry, their duty being to see that various sections are ready to start when the whistle blows. Directors also are given the very important job of seeing that performers of the acts, to which they are assigned, are ready to take their places in the action rings and on the stages on the minute designated. All the acts, which are timed, are given a one minute warning whistle before their routine is finished, and when the final whistle sounds, all acts finish at the same time and all take their courtesy bows as the band sounds a final chord. This system works like a charm, and is one of the chief reasons why

our circus has made a good record as the second largest community circus in the world.

All of the clowns, who are high school boys, learn to make up like the real professional clowns. Everyone has his own facial design and no one copies it. That is one of the laws of the Big Top fun makers, and it guarantees a variety of original designs. There are fifty clowns. Last year, for the first time, seven girl clowns from the playgrounds were added to clown alley. An effective feature clown-act is one in which thirty to thirty-five clowns come out of a Buick coupe single file. This is one trick of which everybody would love to know the secret—how all of them can get into such a small space. To top it off, this year all thirty-five clowns, a goat, two ducks and one pet skunk (deodorized) came out. This act received a big laugh, especially when all the clowns took off in all directions—and then the skunk emerged. There are many other laugh producers, and the clowns really put everything they have into them to tickle the response of admirers of this enterprise.

One of the highlights of the circus occurs when twenty-five tumbling teams go through different routines at the same time in the rings and stages and big hippodrome track. It is quite a sight to see that many boys and girls from elementary teams presenting routines of months and months of training. And to top it all, after these elementary groups finish, five of the top tumbling teams of the nation take the spotlight. For the first time this year, five young people, who won their laurels in the National Gymnastic Meet held in Dallas, Texas, in the spring, gave the audience a thrill they never will forget. Most of the tricks known

in the gymnastic world were unfolded in front of their very eyes. These five young people are representing the United States in the London Olympics this spring, and are a real credit to the southwest. At the same time that this spectacular exhibition was going on in the center ring, four young men, who have just returned from the European campaigns, gave a demonstration of balance, timing and action on the teeter boards. Tricks such as three man high to the shoulder, double somersaults from board to board to shoulder catch, and many thrill getters of the teeter board variety, held the audience spellbound.

These boys started as little fellows, and grew up in the recreation department's activity classes. When the war started, all of them were of age and joined the services. While they were overseas, however, they never lost their interest in gymnastics. Every week or so I would hear from one of them saying, "Save the teeter boards for us." All but one came home. In memory of the miss-

ing boy, his buddies now stand in a moment of silence before each workout. This gives you an idea of the faithfulness and caliber of these youngsters. Young people as fine as these make our community circus a success.

Climaxing the big three ring performance is the patriotic finale — all 100 horsemen carrying the flags of the Allied nations make a mammoth semi-circle around the track. Texas and American flags take their place in opposite rings, and Uncle Sam appears on a large decorated float which carries a revolving world and Miss America holding three streamers with letters of silver saying Faith, Peace and Prosperity. Just as the float reaches the center of the field, Uncle Sam takes the streamers, pulls a cord and releases three white doves which soar from a disguised cage into the air. The band goes into "God Bless America" and the audience leaves in a glow of enthusiasm and good fellowship.

As we say in the circus, the show is stupendous, gigantic, colossal and *it's free!*



## IN THE NEWS

### Proposed Merger

AT A JOINT meeting of their Executive Committees, the American Recreation Society and the American Institute of Park Executives voted to recommend to their memberships the amalgamation of the two societies into one organization to be known as the American Park and Recreation Society. This proposed merger will be brought before the memberships of the two organizations at their annual meetings this fall.

### New Bill

A BILL HAS BEEN introduced into the House of Representatives, HR 5723, for the creation of Federal Recreation Services. This bill is the one approved by the American Recreation Society, and although it is not exactly the same as S 1229, which the Society had also endorsed and is promoting, it provides for substantially the same services.

### Birthday

THE NATIONAL RECREATION Association celebrates its 42nd birthday! On April 12, 1906, a small group of people met with President Theodore Roosevelt in the White House, and became the Playground Association of America.

### The American Home

IN TIMES SUCH as these, when the family unit is more essential than ever before to the democratic way of life, there is urgent need for action which will strengthen and protect the American home. Thus, the President of the United States has invited the National Conference on Family Life to meet in the White House May 6-8, 1948 to compile relevant information and knowledge which may guide agencies and organizations, public and private, towards a more integrated program for the promotion of the best values in American life. Prominent leaders from many fields, including pediatrics, education, mental hygiene, public health, economics, social service and religion, are working to make this meeting "the first great national step to help strengthen family life in this country."

### Seattle Bond Issue

ON MARCH 10, Ben Evans, Director of Recreation, Department of Parks, Seattle, Washington, reported approval of a local bond issue for \$2,500,000 for extensions, improvements and betterments of Seattle's park and playground facilities. The issue carried by a vote of 83,751 to 18,121.

# ***Little Historical Journeys***



## **A Summer Day Camp Activity**

**Herbert B. Mulford**

**R**ESOURCEFUL COMMUNITY recreation leaders, who make use of interesting local history by combining little historical journeys with summer day camp opportunities, materially increase their worth in service. They develop a budding sense of American history in their young charges; they add immensely to the popularity of their project with the children and parents; they greatly vary camp routine, and they add to the possibilities for favorable publicity in public relations programs.

Details of such projects may differ considerably, according to the historical imagination and interest of the recreation leaders and, to some extent, to the richness of the immediate historical background of the community or the location of the camps. But, by and large, almost any community in the whole country has enough background to make it almost axiomatic that success will crown a little effort. The experiences of leaders and children in such a project carried out in the suburban village of Wilmette, Illinois, should be typical enough to serve as a practical case study from which others, not heretofore using such methods, could profit.

This village lies about fifteen miles north of Chicago on the storied shores of Lake Michigan, with a back country of the Chicago and Des Plaines Rivers whose early histories are tied in with that of the great metropolis. Across this terrain, 275 years ago, came the early French explorers and missionaries to add lands to the Kingdom of France—and to save Indian souls. Therefore, local history of the territory along the rivers and the shores of the lake carries the names of Marquette, Nicollet, Joliet, Alloues, Pinet, La Salle, Tonti and others who were the forerunners

of the great western migration. Tales are told of this country—some being pretty “tall” ones.

The name of the village of Wilmette is the Anglacialized form of that of its first white settler, Antoine Ouilmette, who also had the reputation of being the first white settler in Chicago when it was a straggling settlement around Fort Dearborn, of tragic historic fame. Ouilmette was a typical French Canadian voyageur and “squaw man,” marrying Archange, a Pottawatami Indian half-breed woman to whom the United States government gave 1280 acres of land. This fronted on Lake Michigan, making up the greater part of the first platting of Wilmette, as well as part of its southern neighboring city of Evanston. The line of the lake shore made its waters dangerous, which fact called for the building of a famous lighthouse on the edge of the Ouilmette Reservation in later years. Historic trails, from one early fort to another along high ridges left by the receding lake line, became prominent roads and streets. The early settlers who bought Indian lands for speculation left many interesting stories. The Indians left the “trail trees.” Old documents and letters uncovered adventures of pioneers on their way to California in the great gold rush. At every minor epoch in the life of the village, there was something redolent of American life which could be shown or told to children and be sure of exciting their interest.

The year before last was an unusually happy one for an historical journey project hereabouts, for Wilmette had been incorporated only seventy-five years earlier, and the village civic leaders organized a formal and official celebration of the event. This brought on community activities



which involved local history. The schools, both public and parochial, held pageants—both within the schools and in a lovely sylvan amphitheater facing the lake. Memorial Day exercises took on an historical aspect. The library prepared "The Story of Wilmette in Books and Documents" for the guidance of residents who wished to read on the subject. This was distributed, on numerous occasions, when the library held exhibits of historical objects. The village held a formal "municipal party," and later, a whole week of jubilation was marked by "open house" for all municipal institutions.

Against this background, and based on the library's historical pamphlet, the village recreation and playground board fostered the combined historical journeys and the day camp. On the edge of the village, and skirting the whole city of Chicago, is the famous Cook County Forest Preserve, rich in legend and a refuge for wildlife. The day camp was organized in a nearby woods of the preserve. Indeed, it had been operating previously. This camp runs for five weeks in the summer. Children gather at several of the numerous local playgrounds about nine o'clock. Chartered buses collect them by nine-thirty and usually take them directly to the day camp. Here the normal routine is hiking, lunch—supplied by the recreation authority, a story hour and then the return to neighborhood playgrounds for dismissal before two-thirty in the afternoon.

Last year the routine was modified once a week for the special tours. Names and slogans greatly appeal to the children. Two years ago, they adopted the names of various Indian tribes for their smaller groups. Last year, they used the name "The Pioneer." The trips to historical river courses and portages, old pioneer cabins and numerous lake shore scenes were called little journeys of the "Wilmette Pioneers."

Wilmette lies in a very favored general area; residents can afford many privileges for their children, particularly summer camps, colleges and universities. Thus, possibly, the percentage of the population using the day camp is not so high as might be expected elsewhere. Last year, the enrollment was about 160 at a season fee of twenty dollars per child, with a liberal inclusion of children whose parents could afford no fee. The day camp activities in no way interfere with the usual routine at the various village playgrounds. Both playgrounds and day camp journey activities have full supervision, direction and counsellor assistance. Average groups under counsellors run usually less than twenty-five children, separated into groups

by sex and age levels.

One variation of the routine deserves special attention. The children wanted to know how it felt to be out at night as experienced by the early pioneers who had no houses. One of the citizens of the village owns a large farm with magnificent groves of trees within a few miles of the community. This is in the "portage" territory of the rivers and makes an ideal place for an overnight camp. Here, divided into separate groups of boys and girls for different nights, the children were given probably their first taste of real campfire activity. They gathered together about four p. m., were taken to the farm grove where they made camp, built their fire, had supper, a story hour and then turned in until it was again time for breakfast and breaking the camp.

The Wilmette Recreation and Playground Board is a tax-supported municipal device organized more than twenty years ago. Its superintendent, Howard Copp, has general supervision of physical education in the local public schools and on the numerous playgrounds. The board, although formally appointed by the village council, comes with recommendations from the school, park and village boards. Its activities have considerably increased since its inception. Its work is not limited to childhood activities, however, for it plays a considerable part in those for adults. Its specialized functions differ rather sharply from those in many communities—Wilmette park authority does not directly supervise physical recreation save in operating a fine bathing beach. Primarily, the park board merely acquires property and attends to its physical operation. It was to bridge the obvious gap in directed recreation, which often is merged with park duties in other communities, that citizens formed the recreation authority.

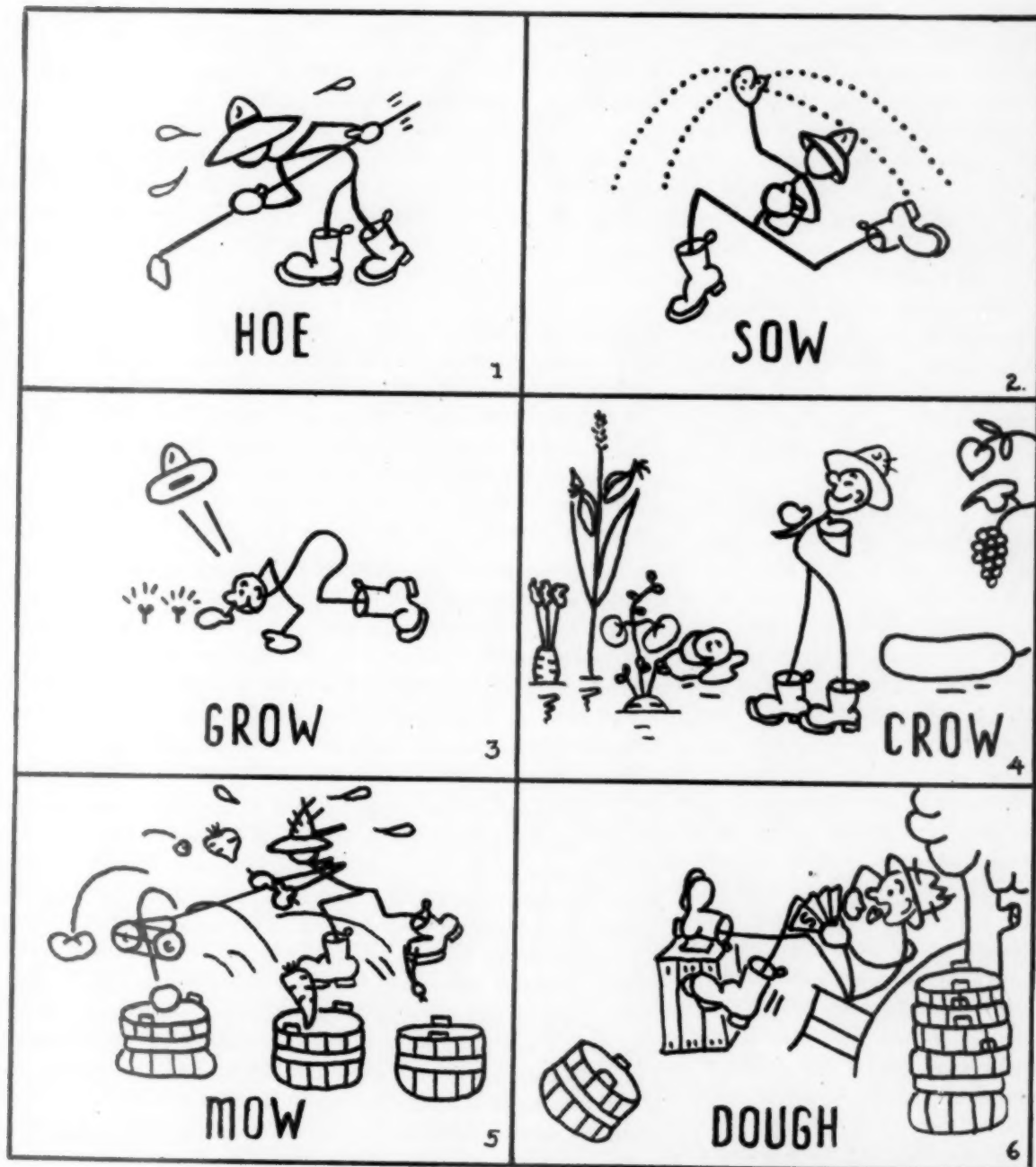
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## Federal Admissions Taxes

THE NATIONAL RECREATION Association has recently checked on the progress of HR 3866, repealing the federal admissions taxes on the use of recreation facilities or admissions to recreation activities of federal, state and local governments. The bill has been referred to the House Ways and Means Committee, and we have been advised that it is important for all individuals and agencies interested in the repeal of these taxes to express their interest directly to the Representatives from their own districts, rather than writing to the Ways and Means Committee of the House.



# GARDEN



double chin

**Spring fever symptoms sometimes  
lead to violent action . . . . .**

# Public Recreation As I See It Today

Robert L. Horney



IN THE LIGHT of the serious condition of the world today, when many foundations seem on the verge of crumbling, it might be well to take stock of ourselves, make new appraisals of the general problem of living, and decide what we think is worth living and working for in today's world. To do this, it is necessary to weigh durable satisfactions against the sensory, not for the purpose of excluding one or the other, but with our eyes open as to the definite value of each goal.

In this connection, a community recreation program by demonstration and participation must help people see how essential a part of daily living recreation is, and how their leisure activities may play an important part in making a world worth continuing in this atomic age. A design for living, or a way of life, or whatever you may wish to call it, is something that is difficult, if not impossible, to blueprint. It seems automatically to fall into an arrangement in which no two individuals view their best satisfaction in identical ways.

If you question the average citizen of any community as to the aims of public recreation, you are in for a great variety of answers. His concepts of recreation have been acquired in many different ways. The length of time a program has been in operation, and the extent of the program itself in a given community, will be influencing factors in the answers you will receive. In those cities where a public recreation department has been developing and expanding for thirty years or more, the public will be more conscious of its value than in the less progressive communities where city-wide recreation programs have but recently come into being. Every recreation leader is still hearing these highly incomplete theories of public recreation—from the man of position who, by virtue of his wealth, can buy his recreation where he chooses and thus holds that public recreation is for the underprivileged and delinquents; from the misguided educator who still "bucks" the program because he believes it a frill or an extra; the sports and athletic devotee who only sees it as a need for men and boys in terms of physical activity; the social worker who worries about duplication; the sect who cannot see beyond playgrounds or something for the children; and there still exists the unaware man who confronts you at your luncheon club with the bright quip, "You don't have much to do in the winter, do you?"

This man's remark belongs to one whose concept of public recreation has never gone beyond a hazy idea of a summer playground program. Like the sports enthusiast, he would need only a playground or a gymnasium for his recreation; but we cannot arbitrarily choose another's leisure time activity, and many of us need to learn a little tolerance toward our neighbor's choice. To those who still frown upon public recreation as a frill, let us say that the mere acquisition of knowledge does not make the complete man, but when education and recreation work together, they can bring about the education of a whole person. We are not educating our children properly if we do not educate them for leisure, too.

As to duplication of activity, this would be no problem if every community leader who is dedicated to service would concern himself with more "doing" and less worrying about personal credit. We need more sincere philosophy on the part of public and private leaders themselves who are willing to devote themselves to real community service.

Let us think more clearly on the all too prevalent idea that public recreation is the panacea for juvenile delinquency. It is the fashion of the day for everyone to expound theories on juvenile delinquency. This problem should not be minimized, nor can it be brushed off lightly; but to reason that a public recreation program is set up for the underprivileged and the delinquent child is similar to saying that public education should be directed only toward the handicapped child. Records prove that children who get into trouble with the law are not always from the poorer income classes, and even in cities where juvenile delinquency is at its height, the percentage of children engaged in these activities does not begin to compare with the much larger percentage of normal average children. Shouldn't we be concerned with prevention rather than cure? Most public departments and juvenile authorities are quick to tell you that when a wholesome program of recreational activities is put into

operation in a neighborhood where crime and vandalism have been on the rampage, the police have less to do and delinquency declines. This seems to indicate that the absence of a wholesome recreation program may be a precursor of delinquency to come. If we accept this premise, then it would seem wiser to direct our program to the

ninety-five percent or more healthy, normal youngsters in our community who need an outlet for their boundless energies. If the program is directed toward the average child, it will also appeal to the troublesome child.

When the youth center in a midwestern city was set up a few years back, there was a great deal of chatter and sounding off by various well-meaning individuals and civic organizations about juvenile delinquency. This was a roundabout way of selling to the public the idea of a need for such a center. Police records can verify the fact that juvenile delinquency was not unusual or alarmingly high. The hundreds of high schoolers of that community who were simply searching for a wholesome place to congregate, looked upon their elders with an amused and tolerant air. When some of the bright youngsters, who worked hard themselves to make their youth center a reality, would meet thereafter, they would greet each other with a salute and a "Hi, delinquent." Yes, youth is tolerant and a little weary of so much fuss and talk. Recreation leaders, board members, and civic leaders themselves are guilty of capitalizing on this detestable selling approach for the provision of community recreation.

Recreation must be provided for *everyone*, young and old, persons in every walk of life, and its program should be as wide and varied as the interest of the individual. What a man does for his own recreation is more indicative of his character than what he does when he is compelled to earn a living. Thus, it would seem that the primary aim of public recreation is for every community to provide a balanced program of activities and interests so that every citizen of the community has an opportunity to choose the leisure time activity best suited to him.

If we accept this, we must educate the thinking of our people to expect a whole program rather than a half measure, by introducing them to a wide range, well-balanced program including physical, creative, mental, rhythmic, social, and cultural activities. But a mere "paper program" is not enough. It is the transition from paper program to actual community participation that needs the salesmanship. In this instance, the leaders are salesmen.

Leisure is nothing new to mankind, but it is increasing, and directed leisure is relatively new to man's way of thinking. The recreation leader's constant aim should be to help people become participants, rather than spectators, to help them thus broaden and enrich their lives and find those durable satisfactions which can be steadying in an unstable world. In this way can they be brought to see the importance of recreation in daily living, and in living today.

"Much of the quality of any civilization obviously expresses itself in the way it uses its leisure. As that leisure expands constantly with technological change, it becomes ever more important that society find more enriching and developing ways to use its leisure time and its human resources."

—from Group Experience and Democratic Values by Dr. Grace L. Coyle, The Womans Press.

# Band Shell Construction and Acoustics

## *A Digest\**

Prepared by C. E. Brewer

**M**USIC SHELLS HAVE been constructed by most cities and many smaller communities in the last century, during which time popular appreciation of music has been on the increase. It is questionable, however, whether the architecture of shells in general has kept up with the increase in music appreciation and the resulting interest in concert performances.

Often cities have constructed music shells with excellent architectural form, but some, apparently, have been planned as a point of interest for visitors rather than for the convenience of the musicians and concert audiences who use them. Beautiful shells have been placed near busy highways—regardless of the noise of traffic—and on other poor sites. Others have been constructed with little or no consideration given to the proper acoustical properties of a shell. Sound reflection is as important as good engineering design and construction, or architecture. It has been necessary, in some of these cases, to resort to sound amplifiers to broadcast the music from the shell because a study of sound reflection had not been made before the shell was constructed.

### **Location**

The music shell should be located on a site as free as possible of surrounding noise, yet easily accessible to the people desiring to attend a concert. It should not be near a street, highway, railroad tracks or airport where the noise of traffic, trains, train whistles, boat whistles, or planes will disturb the musicians or the listeners.

The best location is in a large park, or on a special site acquired for its natural beauty or good acoustical properties.

At some music shells people sit on the turf of a

slope comprising the auditorium; at others permanent seats are installed. Terraces with a turf surface are sometimes built, but are difficult to maintain and are not recommended.

An ideal location would be on a small island, or on a barge anchored just offshore in a water area where the water would be circulating slowly, clear and free from rank weed growth. In the event that such a site could be found, there should be no scum or oily surface on the water, nor should it be a breeding place for mosquitoes.

Any seating area should be on a well-drained ground sloping toward the shell, giving good visibility of the stage. It should have no low or wet spots. The planting of a thick hedge of evergreens or shrubs around the outer edge of the area will give it the appearance of an open-air theatre.

No parking should be permitted at the music shell. Parking lots should be distant enough so that the noise of cars will not disturb the audience.

### **Construction**

No community or organization should ever attempt the construction of a music shell without first securing the services of a competent architect who would fully investigate the possibilities of sound reflection, and who would insist on good engineering plans and good architectural design.

Music shells constructed of steel and concrete may have a large construction cost, but they will be cheaper in the end because of decreased maintenance and operation costs.

Rest rooms, dressing rooms, a storage room for music and instruments and if desired, a rehearsal room, should be part of the shell. These facilities can be built at the rear of the shell, along the sides, or even in a basement under the shell. The side walls and floor of such rooms should be well waterproofed and painted in various tints. The room should have outside light and ventilation.

The stage should be large enough for opera and drama performances—the dimensions of the stage

\*A large part of the material on acoustics appearing in this digest was supplied through courtesy of Reinhold Publishing Corporation, 330 West 42nd Street, New York, publishers of *PROGRESSIVE ARCHITECTURE*, September and October 1945 issues, "The Acoustics of Music Shells" by Henry L. Kamphoefner, Dean of the School of Architecture and Landscape Design, North Carolina State College.



being determined by the proposed uses.

A good setting or background is important, and the area around the shell should have a good lawn. Excellent landscaping can be done by planting low growing evergreens or arborvitae near the shell, or other appropriate trees and shrubs. Planting is the most effective means of creating beauty around a music shell, and the skillful use of color is important.

Music shells have been built in a variety of forms such as ellipsoid, spherical, parabolic, flat planes, conical and with a flat rear wall and inclined ceiling. Suggested recommendations and certain objections to the different types will appear later in this digest.

An important part of music shell construction is to free the acoustical system from all echo. Careless placing of the backs of seats and retaining walls have produced an echo effect in which the sound has been reflected from such surfaces back to the shell and then out to the audience again a fraction of a second later.

### Suggested Types of Construction

#### Rear Wall with Inclined Ceiling

A music shell of good acoustical qualities can be built of simple design and construction. A vertical rear wall with an elongated inclined overhang or ceiling is the simplest and most economical. The inclined ceiling is broken up horizontally into bands which spread the sound evenly by creating the proper pitch while they keep the reflecting surfaces near the sound source. The vertical rear wall should be blended with a cove into the inclined ceiling. See Figure 1.



Figure 1.—Dow Music Shell, Midland, Michigan. Architect, Adler B. Dow.

This type of shell is effective for audiences up to 2,500 persons.

### Examples

Watergate Symphony Shell, Washington, D. C. (Shell is built on a barge anchored in a water area.)

Dow Music Shell, Midland, Michigan.

For larger audiences (over 2,500 persons), it is suggested that the vertical rear wall have a convex surface rather than a flat plane. The addition of non-parallel side walls might increase its efficiency. See Figure 2.

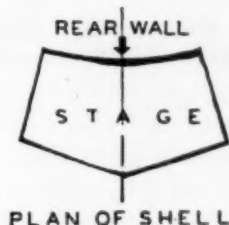


Figure 2.

#### Conical Shells

Another suggested type of shell construction is the half dome, conical in shape. The ceiling of the cone should have a series of raised concentric ridges or circles.

The Grandview Music Pavilion, Sioux City, Iowa, is 102 feet wide at the base and rises to fifty-one feet at the top of the great structure. The seating arrangement of the orchestral stage will accommodate 100 musicians with instruments, or a chorus of 300. Its construction is monolithic reinforced concrete and at the rear of the reflecting arch are two large dressing rooms, two smaller dressing rooms, conductor's room and library and a large property room for storage of musical instruments.

Lighting arrangement consists of three primary colors projected by lights concealed behind the great arch. An automatic inductor dimmer produces mobile color effects which may be synchronized with the music.

### Examples

Hollywood Bowl, Hollywood, California.

Music Pavilion, Fort Dodge, Iowa.

Blatz Music Pavilion, Milwaukee, Wisconsin.

Grandview Music Pavilion, Sioux City, Iowa.

### Objections to Other Types

#### Ellipsoid

This form, or type, reflects sound from the stage to certain focal points in the audience where a bedlam of noise is heard. At certain points, one instrument of the orchestra or band will be emphasized, and at others, diminished. At other points, the instrument may not be heard at all.



Grandview Music Pavilion, Sioux City, Iowa. Architect, Henry L. Kamphoefner.

### Spherical

The spherical form is somewhat less undesirable than the ellipsoid, but it is still not a satisfactory sound reflector. The spherical shell is costly to build, complicated, and has much less value as a reflector than a simple vertical wall.

### Parabolic

The weakness of the parabolic form shows that sound is focused at the front rows where there is no need of reflection, and its parallel sides cause a slapping back and forth of sound within the shell.

### Flat Planes

Flat planes—rear and side walls, and with inclined ceiling—are not always satisfactory. Two acoustical defects are: (1) the front portions of the sides are parallel and do not operate acoustically, (2) the ceiling is generally broken up for the sake of decoration, thus interfering with its function, which is to reflect sound.

On the other hand, the Greek Theatre at Berkeley, California, and the Open Air Theatre, Golden Gate Exposition Park (1939), which have the parallel sides at such a distance from each other that the reverberation time is increased, have good acoustics.



## Welcome Folks!

**D**O NOT EXCLUDE adults from your playground programs. The neighborhood playground makes a handy and an ideal meeting place. In many communities mothers like to come during the day, bring their sewing and watch the children play. Such mothers are the nucleus of a sewing group or an adult crafts group for the alert playground director. Fathers drop in to see their boys play ball. So why not a games program for fathers—softball, handball, volleyball, or badminton and tennis for mixed groups? Don't forget, either, competitions between father and son, mother and daughter, and other groups. Oldsters like to meet their cronies in the park or on the playground, to bring their chess or play pinochle, or just to sit and talk about affairs in general. Tournament competition or lively discussion groups are popular with these. The following program, which includes many of these activities, was reported by Long Beach, California, in 1947.

### Twilight Family Recreation

An organization chart containing suggestions relating to activities and program was prepared for play directors as a guide in organizing both adults and children into a council for promoting such activities. It was suggested that the local

P. T. A. Recreation Chairman would be a good person to help.

The chart listed suggested activities under the following divisions:

*Active sports*—for random or tournament competition, father-son, mother-daughter or other combinations; *less active games*—for random or tournament competition, such as checkers, dominoes, puzzle games, progressive game nights, horseshoes, shuffleboard, croquet and so on; *pre-scheduled special activities*—adapted for adult participation, such as woodcraft, rhythms, handcraft, movies, making of model aircrafts, music, dramatics and puppetry; *auditorium programs*—offering motion pictures (commercial or amateur), community singing, folk and square dancing, variations of amateur shows, hobby exhibits, quiz programs, amateur talent nights for adults or children or both; *food arrangements*—individual family picnic dinners, find-partner dinners, box socials.

### Teen-Agers

*Don't forget teen-agers in your program!* Let them help with real duties, leadership, inspecting apparatus—and give them *recognition*. They'll have their own leagues and tournaments, of course, and the social activities that teen-agers love.

# So You Want to Be a Playground Worker?

A college boy passes on to others some of the things he learned from a rewarding summer of playground work.

THIS IS A summary of observations made while working with a swell bunch of "kids" last summer. It is to them that I dedicate this in sincere appreciation for the summer of friendship I shared with them.

Naturally, one about to enter playground work wonders what it will be like. But, first, is it not wise to ask: "What will be expected of me? What can I give to this work?"

The following are the aptitudes and characteristics required of a playground worker. (Many times I wished that I had thought about these things before I undertook this work—for they had to be learned through experience.):

1. A GENUINE LIKING FOR CHILDREN. I should list this as the first requisite of the playground worker. . . . One cannot like this work unless he likes children. By this I do not mean that it is necessary to start with a knack of handling children. Not many have this knack and those who do are fortunate; but *it can be learned*. You will find that thought and care will help it "come naturally," and soon you will be getting along with them easily. This is one of the first joys you will experience—the joy of being able to talk shop with children of all ages and of having them enjoy it as much as you do. But you will never succeed if you do not like youngsters and honestly enjoy their company.

2. ORDINARY COMMON SENSE AND A SENSE OF RESPONSIBILITY. These are essential. Though your playground may be well-planned and enclosed with a solid fence, the children still can hurt themselves easily. The danger of falling off swings and slides and so on, will be ever-present—but never anything to fret about, only to guard against. You will constantly have to remind the children to use the equipment correctly. If they are told how to use it properly and, which is very important, *why* they are to do so, no doubt you will have little trouble of this sort. Situations develop quickly. If you have a wading pool, before you know it there may be a grand running and splashing which could endanger the smaller children. This can be anticipated by the alert playground attendant and be halted before the melee becomes almost uncontrollable. Activity in this realm will provide much of your work, for you are responsible for seeing that the children play safely. An alert eye will do much to make your playground safer. Let them realize that the playground is theirs and that the

rules are for their benefit, and you will find little willful disobedience.

3. **GOOD HUMOR AND COMPLETE SELF-CONTROL.** "Laugh and the world laughs with you." There will be times when your patience and humor will seem exhausted. Loss of temper will not help at all, and probably will only serve to aggravate the situation; you must not sacrifice firmness and principle. You will have to be firm and just, because the children expect it of you; but they do *not* expect harsh language and rough treatment. Remember that a smile can do wonders.

The above attributes are hard to acquire. They cannot be learned from a book; but one must conscientiously strive to achieve them—they are "musts." However, there are other things which a playground worker must know in preparation of this work. These can be learned through diligent study:

1. **A GOOD WORKING KNOWLEDGE OF GAMES AND SPORTS FOR BOTH BOYS AND GIRLS.** Apart from miscellaneous play activity, the program of the playground will include organized games and sports. There will be baseball, basketball, and volleyball leagues; tennis and paddle tennis tournaments; model airplane contests; pet and doll shows; costume parades; kite contests; handcraft displays; picnics; amateur shows; and where there are swimming facilities, water sports and aquatic events as well as swimming and lifesaving classes. Usually where there are lakes and large pools, a trained instructor handles the aquatic program.

2. **AN ADEQUATE KNOWLEDGE OF FIRST AID AND ITS LIMITATIONS.** There will be hosts of little scratches and bloody-noses which must receive attention. However, it is important to remember the limitations of first aid, for, in many cases, too much is as bad as too little. Consult a trained first aid instructor for help in this matter.

\* \* \*

The above qualities and knowledge will be put to the test every day of your work. But, if asked which is the most important of all, I would say the matter of getting along successfully with the children. This seems to be similar to the "7 UP" advertisements—"you like them; they like you."

In return for alert attention and effort to help them enjoy themselves, you will receive unlimited satisfaction. If you have entered into your work enthusiastically, they will show their appreciation.

If you really like youngsters, one of your greatest joys will be to see them having good, clean, safe fun. If the din of the children's voices approaches the loudness of the noise issuing from a boiler factory, you will know that they are enjoy-

ing themselves. It seems to me that there is a direct proportional relationship between the amount of fun children have and the noise they make.

In your work as a playground director you will come to know many parents. The more you know, the better, for to know them will help you to understand their children; and they like to meet the person who is guiding Johnnie's play. Many playground activities enlist parents who act as judges or merely as spectators. You will be called upon to speak to them at contests, to explain to them the activities of the playground; you will talk to them on the street as you go to and from the playground; thus you will constantly be in touch with a good part of the community you serve. The playground worker may consider it a duty and a privilege to work with the home and the church in building happy, healthy youngsters.

## Sterling Winans



**M**ANY WERE NOT surprised at the selection and appointment of Sterling Winans as Executive Director of the California State Recreation Commission.

Over the entrance of the professional building at Pasadena is the statement "Chance favors those who are prepared," and Sterling Winans was prepared for this great service to a great state. A graduate of Washington State University, majoring in physical education, he was a member of the splendid team of physical education and recreation leaders associated with Hal Orion at Santa Barbara, which also included Casey Conrad, at present Recreation Consultant for the California State Department of Education and C. C. Christianson, now continuing to serve as Director of Recreation at Santa Barbara.

When C. C. Christianson entered the service of the Navy, Winans, then assistant, took over as acting director of physical education and recreation and carried on with remarkable vigor and skill—being largely responsible for the expanded program for "teen agers." His outstanding "teen center and youth council" program in Santa Barbara and in Southern California caught the attention of the new California Youth Authority who secured his services as recreation consultant. Governor Earl Warren desired a "home spun" man as recreation director, and he got him.



*A group of boys returned and wrecked havoc on the premises; disciplinary problems were distressing . . .*

## From Havoc to Haven

Vera-May Lewis

ONE OF MY first assignments, when appointed by the director of the Los Angeles County Department of Parks and Recreation to the position of Senior Playground Director, consisted of contacting the Lincoln School at Willowbrook for the purpose of setting up a recreation program, appointing a play leader, and following through to see that the schedule would be carried out.

A visit to the area disclosed this "playground" as one of the most needy spots on the map of the County. There was nothing for the children to play with—somebody had stolen the equipment, even the basketball backstop. The entire building was defaced with names and carvings and the windows broken. Play was impossible because of the unkempt condition of the grounds—tin cans and bottles dumped on the softball diamond, deep holes full of water under the swings, a complete absence of a smooth playing field.

It was evident that there was the urgent need of placing a competent recreation person at Lincoln School. In the summer the school had had a handcraft specialist, a former teacher who was unable to cope with the extreme disciplinary problems. Although she was expert in her field, the entire situation was out of hand. The older youths of mixed racial heritage frequently engaged in gang wars. This was the story:

Three years ago the racial problem became acute—the population increased to overflowing because of an influx of various racial groups. The children left the school, enrolling in the nearby parochial school. As soon as Lincoln School was closed at 4:30 p.m., (after double sessions), one group of boys returned to their former school grounds (via holes they cut in the fence) and wrecked havoc on the premises, stealing clocks, bedding, silverware and sundry other supplies.

The disciplinary problem during school hours was distressing. Frequent and severe punishment

was meted out by the teachers and the principal. A survey of the neighborhood showed that \$10,000 new stucco homes were owned by one group, while another group dwelt in the squalor of ramshackle huts with black smoke pouring out of the smoke stacks. New cars stood at the curbs of the modern homes, while the rest of the population trod on foot down muddy lanes. Class and race consciousness grew stronger each day.

After studying the situation thoroughly, holding several conferences with the Willowbrook superintendent and the Lincoln School principal, and making a survey of the neighborhood, it was decided that a qualified man should be in charge.

An athletic program was devised to fit this particular problem and a competent man engaged as play leader in charge of the playground. The play leader made changes to fit arising needs and the superintendent, the principal and the teachers gave him their full cooperation. Allowed to purchase all the recreational supplies he needed, he bought a large galvanized covered container with a lock on it, in which he put the balls, bats and jump ropes used on the playground. He filled up all the holes on the playground, leveled off the area, got rid of the trash, repaired broken equipment and started a sports program.

The children began to feel a new impetus in the opportunities offered to them. The play leader was so adept at promoting racial understanding that soon all the boys were playing football together. The older neighborhood youths, who had been causing trouble after school, were eager to participate and fell in line with the new policy of letting everyone have a chance to play.

Harmony even spread into the classrooms. During the Christmas holidays, no damage was done to the building, breaking a record of holiday mischief of several years standing. The confidence of the school authorities was regained to the extent

that they recently replaced all the broken windows in the building for the first time in a long, long time. One window had twenty-four broken panes.

With nearly six hundred children in attendance at double sessions, the playground is now exceedingly active, with boys and girls using all the facilities six days a week. Race hatred has been reduced. Destruction of property seems to be a thing of the past. The school authorities have redecorated the building and permanently finished the playing field. School disciplinary problems have found a new low. Boys and girls of different racial heritage play together, developing a sense

of loyalty to the playground, the school and the government. Clean sportsmanship has transformed potential delinquents into young citizens. By the proper selection of the right type of person to take charge of this very difficult area, a material change has been noticed throughout the school.

*The solution or alleviation of community social problems by the proper application of recreation programs is one of the primary objectives of the recreation profession, and the above case illustrated a satisfactory operation of certain recreation theories as applied to a particular problem in the regular programming of leisure time activities.*



***Boys and Girls House, of the Toronto Public Libraries, puts on an excellent program of playmaking with children. Here one of the staff gives a detailed account of the ways in which they dramatize literature.***

## Puppets

Alice Kane

IT WAS JUST before school closed in June that a young mother came to the library desk with her request. "I do hope you're going to have a puppet group this summer," she said. "Lydia enjoyed it so much last year. Of course, she makes things at home with her little sister, but they get discouraged very quickly all alone."

The next day Mary came with a puppet in her hand. "Look," she said, "my brother Harold made it. He thinks you might use it in a show for he can't do a show by himself."

Then Leon and Glennie and Alan appeared. "Can we start puppets early this summer?" they asked. "You know, before camp starts."

That is the way a library puppet group begins. Children who are interested drop in and leave their names, because they find that working alone they may produce a puppet, but unless they are quite talented or persistent, they seldom produce a play. Sometimes the group consists of four or five friends working together. Sometimes it is a

small school class. Most often it is an assortment of children—boys and girls, from four to fourteen, who want to put on a puppet show.

At the first meeting they have to decide upon a play. "Shakespeare," announced nine-year-old Sarah with conviction. "Shakespeare is the best author. He don't get the rhymes so good but he's the best author." "Let's have Macbeth for our next play," said Joe. "I know a lot of it already." The classics rank high with the children in their choice of material for plays but Shakespeare gives place as a rule to Grimm and Anderson, and Macbeth is a poor second to Cinderella or Rumpelstiltskin. "I like a princette," confided Natalie. "A princette with golden hair," "I can howl like a wolf," boasted Mervyn, "so let's do *The Three Little Pigs*." "Fairy tales are the best," said Joan. "You never get tired of fairy tales."

So a fairy tale is settled upon and read aloud or told to the children. At the first reading they see it in all of its splendour: the witch riding the clouds,



Hansel and Gretel lost in the enchanted forest, the doors opening by magic and the green frog suddenly turning into a handsome prince. At the second reading, technical difficulties begin to present themselves. "How can the tigers go round and round the tree?" "How can the beanstalk grow and grow?" "How can the tsar have armies and ships?" "How can a hundred years pass by?"

To many of the boys and girls in such a group, it is an entirely new idea that the play is a different form from the narrative. Some of them are very literal in their interpretation of the story. "Mollie Whuppie went there three different times," said Wanda. "She can't just take all the things from the giant at once." In the height of the argument an older boy or girl usually comes forward to explain patiently "You see, you know the story because it was read to you. But these little kids who are coming to see the play, they don't know it. And you have to make them understand it without reading it first." When this idea has been more or less assimilated, the plotting of the story begins. The leader generally has done this herself beforehand, and she can guide the group into a simple plan with the fewest possible scenes. For instance, a new group doing *Jack and the Beanstalk* will start with three scenes: (1) Jack being given his commission by his mother inside the house; (2) Jack saying goodbye to his mother outside the house; (3) Jack buying the beans farther along the road. For younger boys and girls, the hardest and the dullest part of a whole puppet show is the rough arrangement of the story into a play.

But at last the main outline is ready. Ways have been found to suggest the fleets and armies of the tsar and the hosts of fairyland. The events of a year have been melted into a single night. The main difficulties of time and change have been overcome. It is time to write the script. This is important, too. It must be simple and workable, easy to learn. It must be so clear and direct that the audience will be sure to get each point. But the language must retain the flavour of the story. If it is a Russian tale, the speech must indicate that as well as the costume. If it is a folk story such as *The Three Bears*, the words must be child-like, instead of having the oriental splendour used in *Bluebeard*. Boys and girls of eleven and twelve often enjoy writing these scripts, and realize the value of a strict adherence to them once they have been prepared. Impromptu remarks are all very well in such a production as *Punch and Judy*, but they can quickly get out of hand as they did with the high spirited boy playing Billy Beg. He killed

the second giant and said casually, "OK, see you tomorrow, same time, same station."

The play is ready to be worked on, and the parts are assigned. The boys and girls themselves decide which one will be the giant, which one has the best voice for the timid little fox, who learns a long part quickly and accurately and who will be best pulling the curtains or checking the properties. The child who reads the part works the puppet for that part and, as a rule, makes the puppet himself. But in the actual puppet making, there is an even greater diversity of talent than in the learning of lines. Alan can learn a part quickly but cannot bear to put his hands into the sticky papier mache mixture, while Glennie, who is unable even to remember to pull the curtains, has a fine free hand with moulding heads and produces vigorous, lifelike puppets. Three small mechanically minded boys put together a turntable on which Little Black Sambo's tigers revolved around the tree. Three other children, without adult aid, but armed with a comb and a penny whistle, evolved a fine set of noises for the fair in *The Three Little Pigs*. Nicky pinned a solitary palm tree of green blotting paper against the black backdrop so effectively that nothing else was needed to suggest the setting for *Little Black Mingo*. Children, who are too small or too lacking in self-confidence to mould heads or paint scenery or make clothes, can tear up paper or tie twigs into bundles or cut suns and stars and fences as they are needed, out of colored paper. None of the self-consciousness of appearing on the stage troubles children here. The shy child becomes the roaring dragon. The plain little girl makes and manipulates a beautiful princess. The boy with one paralyzed arm pulls his puppet onto his good hand with his teeth, and sets out undaunted to conquer three giants and a dragon, and finally to marry the princess. "And gosh," breathed Leon as he pulled the puppet from his hand, "can you blame Billy Beg for wanting her? Hair black as midnight, eyes like stars, wouldn't you want her yourself?"

Scraps of torn newspaper mixed with flour paste form the basis of the puppet heads. The exaggerated features, the witch's drooping chin, the giant's prominent eyes all delight the children. Hair is made from wool of fringed cloth or frayed string and clothes from everybody's rag bag. Ends of Christmas tinsel, odd buttons, old curtain rings and scraps of silk or velvet will dress a tsar in all his finery or transform a plain papier mache head into a moon princess.

Now that the puppets are made, the paint dry



and the costumes finished, the first glamour of the story descends upon the group again. They forget the old pieces of cardboard rolled into tubes for the necks, the paste, and the torn newspapers and they see once more a fairy tale magically brought to life by their own efforts.

At last the parts are all learned, the backdrop is finished, the rehearsals are all over and the day of the performance is here. Mary has the properties laid out neatly row by row, each scene in turn, and now she stands guard over them, grimly waiting to hand them to the puppeteers at the right time and not a minute sooner. John, clearing his throat anxiously, is waiting to tell the name of the play before he pulls the curtains. Mervyn is peeping shyly out to be sure that his mother has really come to see him, while Glennie and Alan are shamelessly waving at their little sister around the corner of the stage. The audience of nervous fathers and mothers and proud small brothers and sisters has assembled. Finally everything is in order and John steps forward to announce the title. There is a small crash behind the stage and Mary's voice in a shrill whisper says, "Milton—I'll—I'll." John hesitates, but decides to take the plunge "Ladies and Gentlemen, our play today . . ." The curtains part. The show is on.

The performance of a puppet play always seems

to justify to the children all the effort that they have put into it. Their question as the final curtains close is invariably the same: "What play will we start on next?" They slip out while their own puppets are off to take a look for themselves at the lighted stage in all its glory, to admire the work of the others and to exchange a glance of confident pride with their friends in the audience. No small slip or disaster dims their satisfaction and no criticism dampens their spirits. The audience is seldom critical except of the length. "Is that all?" is the indignant question. "Phew—two minutes," whistled one little girl dismissing the work of months with one expelled breath.

The close of the performance is also the measure of its success. Then the names are handed in of boys and girls who want to be in the next group and of eager parents who want their children to try, too.

In such a lull after a puppet show, while parents and friends pressed around with questions and congratulations, four-year-old Cookie seized a puppet, and standing on a chair to reach the stage, gave a repeat performance, almost word perfect, of the one she had just heard.

"You can't stop me," she cried triumphantly, "because I'm going to be in the next puppy show."

And she was.



## PLAYGROUNDS

### *Attract Varying Ages*



Oldsters have great fun with competition and quiet games.



Youngsters thrive and grow healthy under careful supervision.



Teen-agers love dancing, parties, hikes and other program activities.



Young adults throw themselves into sports with much enthusiasm.



# Study for the Development of a Neighborhood Playground

**T**HE STUDY PRESENTED on the following pages shows how a site of five and one-half acres may be utilized effectively as a neighborhood playground. An area developed according to this plan would give opportunities for family-wide recreation, although it has been designed primarily for children. All of the major features considered most essential to a neighborhood playground have been provided. The following comments refer briefly to these features:

**Playground Shelter**—This structure is placed near the main entrance and near the control center for children's activities, and serves as playground headquarters. In addition to a director's office, toilet facilities, and minor storage space, the building provides an attractive playroom for indoor activities, a large porch for quick shelter, and conveniently located drinking fountains.

**Preschool Area**—This section, intended primarily for children of preschool age, is located near the main entrance and close to toilet facilities in the playground shelter. It is convenient to the wading pool—a feature widely used by young children. The facilities suggested for this area include chair swings, sand boxes, junior junglegym, kindergarten slide, paved play area, and benches for mothers. Some shade is desirable, and complete inclosure is recommended.

**Apparatus Area**—Apparatus for older children is safely and compactly arranged in a separate area, and is inclosed by a low fence or other barrier. This arrangement facilitates supervision and effective use of playground space, and discourages use of the space as a passage to other play areas. The use areas shown include sand modeling area; seesaws, junglegym, swings, giant stride or circular traveling rings, box hockey, horizontal bar, slide, horizontal ladder and balance beam—types recommended by the Committee of Recreation Executives and found on many well-equipped playgrounds in the United States and Canada.

**Wading Pool**—This facility is convenient to the main entrance, and close to the shelter for effective control. The open paved area provides shaded benches at both sides. After the wading season, the pool can be used for games or as a tricycle track for small children. In some localities, a spray pool or combination of wading and spray pool would be desirable.

**Multiple Use Area**—By the use of removable standards, this all-weather surface area is suitable for children's games, roller skating, ice skating and dancing. Or it may be used for the games indicated, such as basketball, volleyball, paddle tennis, badminton, shuffleboard and table tennis. To serve most effectively, however, it should be marked off for the games most popular locally. Its proximity to shelter and wading pool facilitates supervision. It may be lighted for night use.

**Low Organized Games Area**—This turf area adjoins the wading pool and multiple use areas, and is an open space set aside primarily for running, circle and throwing games. At certain times of the year, part of this space may be used for games of higher organization.

**Crafts, Quiet Games, Dramatics**—This section, which is adjacent to the low organized games area, is developed for small group activities of a less strenuous nature, and is somewhat removed from the noisier areas. Some shade is provided for arts and crafts, quiet games, dramatics and storytelling. One corner is devoted to informal games requiring few participants and little supervision.

**Field Games Area**—Over half of the playground area is an open playing field where team games such as softball, touch football, soccer and field hockey can be played, primarily by children. Overlapping fields permit seasonal variations in program. There is ample room for adult use of the softball field on evenings or on weekends. At times this field area could be used for play days, kite flying, ice skating, and so on. A drinking



What's going on today?



Swing high, swing low.



Arts and crafts.



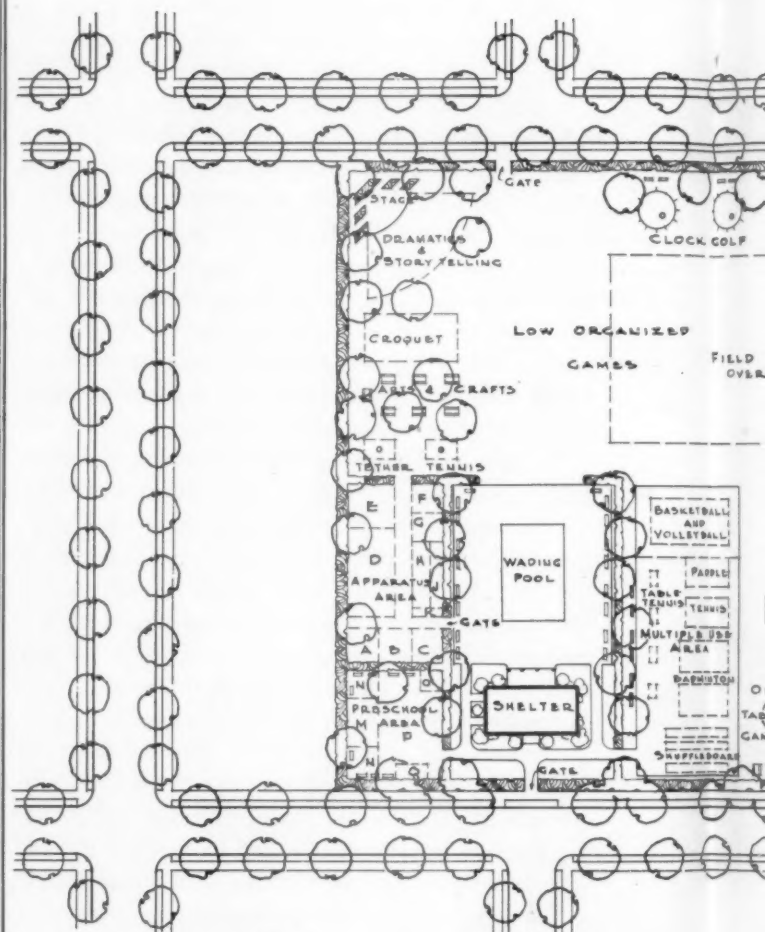
Father and son tournament.

## One Playground Within One-Quarter to

### A NEIGHBORHOOD

A STUDY FOR ITS ULTIMATE DEVELOPMENT  
FACILITIES APPROPRIATE TO A SITE

PREPARED BY  
NATIONAL RECREATION  
NEW YORK,



#### NOTE

THIS SITE IS TYPICAL OF MANY POTENTIAL PLAYGROUND AREAS IN RESIDENTIAL DISTRICTS.

COMPLETE INCLOSURE IS DESIRABLE FOR SAFETY, EASE OF SUPERVISION AND EFFECTIVE LEADERSHIP. WHERE COST OF MAINTENANCE IS PROHIBITIVE, FENCING MAY BE SUBSTITUTED FOR HEDGE MATERIAL WHEREVER SCREENING IS NOT IMPORTANT.

THE MULTIPLE USE AREA SHOULD HAVE AN ALL WEATHER SURFACE, PRIMARILY FOR CHILDREN'S GAMES, ROLLER SKATING, ETC. IT MAY ALSO BE USED FOR THE COURT GAMES SHOWN, AND FOR SUCH NEIGHBORHOOD ACTIVITIES AS DANCING.

EQUIPMENT TERMS ARE DESCRIPTIVE ONLY; THEIR USE DOES NOT IMPLY PREFERENCE FOR ANY PARTICULAR MAKE OF APPARATUS.

"That every child in America shall have a chance to play, that everybody in America, young or old, shall

**National Recreation**  
315 Fourth Avenue, New

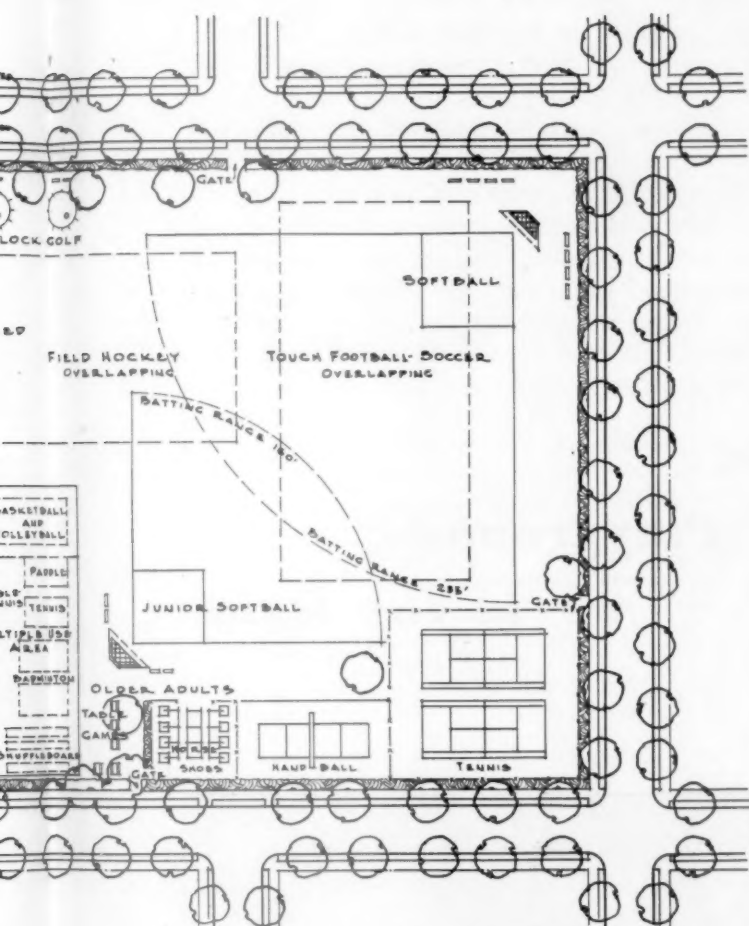
RECREATION

arter to One-Half Mile of Every Home!

## GOOD PLAYGROUND

DEVELOPMENT SHOWING AREAS AND  
A SITE OF FIVE AND ONE-HALF ACRES

PREPARED BY THE  
RECREATION ASSOCIATION  
NEW YORK, N. Y.



### KEY TO EQUIPMENT

- |                                    |                             |
|------------------------------------|-----------------------------|
| A - SAND MODELING                  | M - CHAIR SWINGS (SET OF 6) |
| B - SLED SAWS (SET OF 4)           | N - SAND BOX                |
| C - JUNGLE GYM, CASTLE TOWER, ETC. | O - JR. JUNGLE GYM, ETC.    |
| D - SWINGS (SET OF 6)              | P - PAVED AREA              |
| E - GIANT STRIPE OR CIRCULAR RINGS | Q - KINDERGARTEN SLIDE      |
| F - BOX HOCKEY                     |                             |
| G - DOUBLE HORIZONTAL BAR          |                             |
| H - SLIDE                          |                             |
| J - HORIZONTAL LADDER              |                             |
| K - BALANCE BEAM                   |                             |

0 10 25 50 100 150 200 250  
SCALE IN FEET

have an opportunity to find the best and most satisfying use of leisure time."—Original Charter, NRA.

Recreation Association  
venue, New York 10, N. Y.

APRIL 1948



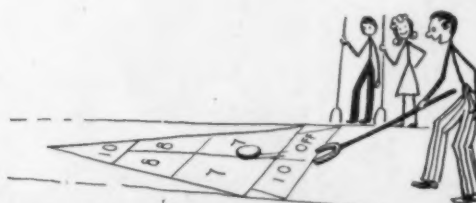
Sand castles.



The play's the thing.



Everybody loves a parade.



Shuffleboard

fountain might be installed behind the softball backstop for convenience of players.

**Game Courts**—A limited section of the playground is developed for court games that will not be played on the multiple use area. Two tennis and two handball courts, plus space for horseshoes, are provided in this area. They may be lighted for night use. Croquet and clock-golf are provided elsewhere on turf areas.

**Rest Area for Adults**—Space for table games, and especially those for older people, has been reserved at one side, with easy access from the street and with plenty of shade. This area is located near the game courts most frequently used by adults. It may be lighted for night use.

**Overall Design**—The compact arrangement of playground features will make for lower costs of construction, maintenance, and operation. The site is completely inclosed for greater safety.

**Landscape Treatment**—This playground site is relatively level, but many playground properties need some regrading to provide fairly level sports areas. Adequate drainage, however, must be pro-

vided, and all playing surfaces should be given the proper pitch for the most effective use.

Hardy trees are shown at boundaries, and where some shade is required, headed high enough to discourage climbing and permit proper ventilation. Boundary and separation hedges are indicated, but other planting or fencing may be used. Decorative shrubbery is used only at the shelter building.

Before development, this site illustrates several features encountered in many communities—relatively flat topography, a street on one or more sides, at least one boundary formed by lots fronting on another street, cross streets dead-ending at the site, few existing trees, rectangular shape, and limited size. It should, therefore, offer suggestions without any thought of duplication.

Obviously the planning of a particular site will be influenced by many factors and finally by considered compromise. The number of persons the playground will attract, the various age groups, the directions from which they come, the facilities needed, the leadership to be provided—these are a few of the things which will affect the layout.



## Playgrounds *in the Rain*



Activities move into shelters; program continues.



What matters a shower, with a good game in progress?



The wondrous process of creation is not disturbed.

RECREATION



# To Learn to Laugh



## *Use of Visual and Auditory Materials in Storytelling*

The experience of the University Hospital School, University of Michigan, in working with sick children, has much to offer recreation workers, generally. In the past few years it has done considerable research in the use of visual and auditory materials in recreation and in teaching. The results have been shared with the University of Michigan which, in turn, has made them available to schools throughout the state.

**Ellen McComb**

**V**ISUAL AND AUDITORY materials are indispensable in our educational and recreational program for sick children in the University Hospital School. Storytelling is one of our many features. Our school is in a unique setting—that of a general, teaching hospital where children from the entire state of Michigan come for diagnosis and treatment. These are children from the public schools who, because of illnesses, long or short, serious or reasonably simple, are receiving medical and surgical treatment.

In order to give them a familiar and basic schooling while hospitalized, the University Hospital School was established in 1922. Since its origin, more than 75,000 children, from preschool age through the high school level, have shared in the learning opportunities offered.

These children represent different homes, localities and experiences. Some are retarded in both social and educational backgrounds. Many have lost both incentive and interest for further learning. Consequently, all known devices, methods

and techniques must be employed to motivate them; and visual and auditory materials are quite generously used with satisfying results.

There are four basic factors which determine the value or need for the use of these materials: the reality of the material; the teaching purpose; the child's past experience; and the intellectual maturity of the child.

The physically well child learns by doing. The sick child in the hospital must supplement his learning by seeing and hearing as well as by doing. In our University Hospital School, we teach children during their period of acute treatment, offering them the opportunity for freedom through learning, freedom for expression, freedom of choice, and freedom for fun, all of which are essential for normal development. The child enters the hospital with multiple fears of treatment, of the unknown, of family separation, and of endless other things. Shyness is an outstanding characteristic. There is often an apathetic, negativistic attitude and a very short span of attention. Some

children have missed out on whole blocks of normal experiences.

We have learned that it is possible to educate as well as to entertain children through stories, using visual and auditory materials. Because of the mixed age group, the diversity of experiences and the retardation in fields of learning, the choice of a story and the manner of its presentation are most important. Each is weighed carefully.

Each day our group varies because of new admissions, discharges, medical and surgical treatment and many interruptions. Let us imagine a typical story group of twenty-five children ranging in ages from two to thirteen. They are in cribs and beds, some are on frames suspended over their beds, some in traction, some in wheel chairs and some are ambulatory. They must be placed carefully in the playroom so that each child can see and participate in the activity. Because many are definitely retarded in their social and educational experiences and their backgrounds are so varied, the teacher cannot possibly choose a story that will appeal to the entire group. Therefore, a story is chosen which will fit the largest age grouping.

In choosing a story we must ask these questions: What do these children know? What is their background? Have they attended a public school? Have they been hospitalized for long periods? To what extent has their physical condition limited their activities? Does the story fit the largest age grouping? What teaching possibility has the story?

We have found it wise to use stories with a familiar background rather than stories of fantasy. To hold interest and to get a ready response, the story must be short and descriptive.

Our next question is how shall the story be presented to hold the attention of the group. Shall it be introduced by group discussion? Shall puppets or marionettes be used? Are the illustrations of the book to be used? Shall the group draw individual pictures? Shall the teacher draw illustrations as she tells the story? Could story figures be used? Is music to be used with the story? Does the story lend itself to dramatization? Is a microphone, movie, lantern or soundscreeber to be used?

Our choice of stories is very flexible and often spontaneous, depending entirely upon the group and their needs. The illustrated story, *Caps for Sale*, by E. Slobodkina has been very successful with the age groups from four to nine years. The story is excellent to use for reading readiness and to teach color concept. The teacher presents it by drawing large chalk illustrations. For correlated

teaching, there is color and number concept, and new words with their meanings.

Through dramatization, we can make characters come to life. During this process, the child's self-consciousness is forgotten. The socialization value is inestimable. In deciding upon a story for dramatization, these factors should be considered: the story should lend itself to dramatization; the story must have simple dialogue and few characters; it must allow opportunity for instinctive action so that when the teacher asks who wants to be a given character, there is an instantaneous response.

We have in our playroom what is breathlessly referred to as "The Treasure Chest," filled with all types of fascinating costumes, among them formal dresses of questionable vintage. This chest is responsible for many spontaneous story dramatizations. On one such occasion, a severely burned child who was here for extensive skin grafts was Cinderella. She was dressed in a "shocking pink" beaded formal gown, wearing a large fluttery silk flower in her hair and golden slippers with high heels. She went around exclaiming, "I am really beautiful." I doubt that she will ever feel so beautiful again! On another day a little girl, who could neither walk nor see because of a brain tumor, was a dancing fairy. She was attired in a filmy shawl of bright colors. From her wheel chair, as she stroked her lovely silk shawl, she kept saying, "See, I am dipping this way and that, this way and that."

*Peter and the Wolf* by Serge Prokofieff is a musical story which we use with story figures and large illustrated pictures of the instruments of the orchestra. This sound story always brings a ready response from the older age groups, from ten to fourteen years. It gives a word picture of each character and is represented by a corresponding



Stories are carefully chosen for dramatization. Must stimulate spontaneous desire for character parts.

instrument of the orchestra. The element of suspense in the story helps in developing concentrated thinking on the part of the child. It is used to teach recognition of the various band instruments through association of sound and sight.

Humor or freedom for fun is one of our cornerstones in teaching. Because our children have many new and difficult adjustments to make, there is need for mental relaxation and the opportunity to learn to laugh.

In all of our teaching we emphasize freedom of expression. While this is essential in all learning experiences, it is especially important for sick children to have every known outlet. Some children in the hospital must be kept in small units because of the nature of their treatment and they do not have the opportunity to mingle with others in the playroom and shops. Consequently, our visual and auditory materials are of inestimable value in motivation, in stimulation and in sharing experiences.

The soundscriber has been an indispensable teaching aid and its educational uses have been many. Through the use of the soundscriber, children express themselves freely, improve their speech and are able to have their stories, songs and poems recorded and enjoyed by others. One

child who had to remain in a small unit, isolated from others, was encouraged by her teacher to tell an original story after seeing pictures of birds with the use of the projector and observing real ones brought from the playroom. She wrote a little story which the teacher helped her to record on the soundscriber. Then by attaching the microphone, she heard the story from her recording as it was presented to the children in the wards. The ones who heard it were stimulated to write and tell stories which were recorded and played back to her. Although not in the room with her, they became real children with whom she shared, exchanged and enjoyed experiences.

The utilization of multiple visual and auditory materials in an activity program is the most ideal method of training the child. We believe that if stories are properly chosen, interestingly and constructively presented, they can do much in developing a wholesome philosophy of life.

#### Editor's Note—

The University Hospital School has made two 16 mm. kodachrome and sound movies—"Education Through Play" and "The Educational Program in the Galen Shop"—which are available to organizations, upon request from the University of Michigan, Audio-Visual Center, Ann Arbor, Michigan.

VACATION IN THE PACIFIC NORTHWEST  
and learn while you play

## INSTITUTE IN RECREATION SKILLS AND LEADERSHIP FOR MEN AND WOMEN

OUTSTANDING AUTHORITIES such as Herb Gregger-son, El Paso, Texas; Helen M. Dauncey, National Recreation Association; Lester Griswold, Colorado Springs, Colorado; H. B. Hunsaker, Utah State Agricultural College; and Roger Larson, The State College of Washington—will offer instruction in the following courses:

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# Recreation

## Suggestion Box

*Helpful hints and bits of information on this and that. Ways of doing things that have been proved through experience.*

### "Folks of America"

The Recreation Department of Columbus, Georgia, culminated the summer playground program last year with a Folk Lore and Legend Festival. In its own words:

To carry out our theme, "Folks of America," we went journeying back to the days of heroes who have become the legends that shape our beliefs and build our ideals. Throughout time, a nation's heroes and story book characters have shaped the very character of the people themselves.

The theme had been planned in the early spring by the full time leaders and the children on various playgrounds. The college students and the extra specialists, who work during the summer only, were notified of the theme so that they might choose and do research on their portion of the festival.

The craft specialist held one session a week on each playground. The children built and painted the backdrops, such as an inn scene for *Rip Van Winkle*, mountains of the Rockies for the 49'ers in *Clementine*, a fort for the *Daniel Boone* settlement, and so on. The craft specialist helped them make belts from venetian blind slats and boot lacings, with the motif of their legend painted on them, also pottery, jewelry boxes, textile stencils, embroidery, paper dolls and leathercrafts.

The storyteller and drama person, who was in charge of the finished production, told stories the first part of the summer. During July and August she practiced with the children, each week using a different group of children, so that the characters always had a good time improvising their stories.

The music person chose the opening song "America, the Beautiful." She visited from playground to playground teaching the three songs

which all were to sing. The theme song was written by a director of music to the tune of "O' Susanna."

Among the numbers on the program were: Hiawatha, Ponce de Loen, Daniel Boone, Rip Van Winkle, Pocahontas, Uncle Remus, Clementine, Mother Goose.

### Training Playground Leaders

An excellent example of training for playground leaders, showing good planning and leadership, took place in Lexington, Kentucky, last June in the form of a training institute for young men and women. The course was sponsored by the Board of Park Commissioners, headed by Anna S. Pherigo, Director of Recreation, and was held for five days at a camp outside of the city. The trainees were carefully selected and shared no part of the costs, the board paying rental for the camp and for the food.

The program was divided into three teaching periods a day—one for team games and activities, one for playground games and activities for all ages, and a two-hour evening period for folk and square dancing and social recreation. The leaders held tournaments in all of the games which they would have on their own playgrounds—paddle tennis, box hockey, deck tennis, volley ball, jacks, checkers, horseshoes, bound ball, and so on—learning not only the rules but receiving practice in umpiring, laying-out and marking courts. A spirit of fun and of learning prevailed throughout the entire week.

The camp became so well-known that everyone in the vicinity wanted to visit it. Therefore—as a part of local interpretation and good community relations—the director has selected community leaders who will see it in action this year.

## WANTED

Graduate, registered occupational therapists and trained recreation workers for assignments in Illinois state psychiatric hospitals, schools for mental defectives, children's and correctional institutions. Civil service positions, good salaries, opportunity for advancement, excellent retirement and insurance plan, maintenance available.

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Division of Personnel Service

**Department of Public Welfare**

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League Batting  
Champion

# World at Play



●  
**Saluting the Boys and Girls**—NATIONAL BOYS AND GIRLS WEEK will be observed in hundreds of communities throughout the United States and Canada from April 24 to May 1 this year. With the theme, "Youth—Key to the Future," the twenty-eighth annual celebration of this important event is designed to focus the attention of the public on the interests, activities and problems of youth. The activities planned for the observance emphasize important factors in the growth of boys and girls, including citizenship training, education, recreation, occupational guidance, home life, understanding among nations and peoples, and membership in boys' and girls' organizations. Additional information regarding Boys and Girls Week, and helpful suggestions and material for carrying out the program of the week—including a poster and a Manual of Suggestions—may be obtained, free of charge, from the National Boys and Girls Week Committee, 35 E. Wacker Drive, Chicago 1, Illinois.

●  
**Your Opinion, Please**—Shall we have a NATIONAL RECREATION WEEK?

Dorothea Lensch, Director of Recreation for the Portland, Oregon, Bureau of Parks and Public Recreation, has suggested that the National Recreation Association consider a National Recreation Week. Portland is pushing forward vigorously its plan for a city and state-wide observation of Recreation Week, to be held this April 12-17. The National Recreation Association has a special interest in Portland's plans, as the opening date of this event—April 12—is the forty-second anniversary

of the founding of the Association. Several other cities in the past also have held play weeks or recreation weeks, and California has several times observed a state-wide recreation week. In 1923, President Harding proclaimed a National Play Week.

The National Recreation Association would appreciate receiving any suggestions as to the desirability of a National Week so that, in considering the Portland suggestions, it can have the advantage of the best local thought and experience. Some of the questions which occur to us are: Is the present time auspicious to attempt a nationwide observance of this type? Will it help the recreation movement nationally and locally sufficiently to justify the time and effort involved? What are the chances of success, in view of the great number of weeks being observed at present? (According to the latest report there are 399 national weeks.) What time of the year would be best for most cities?

*Please send us your comments* on these and other questions which occur to you, and any general suggestions you may have that would be helpful to us.

●  
**Volleyball Association Confers**—Twenty-four people gathered at the mid-year meeting of the United States Volley Ball Association in New York City on December 10, 1947 to consider the important developments of volleyball. Conferees accepted a new Constitution and by-laws; discussed the 1948 issue of the *Guide and Rule Book* and the *International Volley Ball Review*; pre-



sented certificates of recognition to three men; authorized the appointment of a special committee on equipment; approved the suggestion of taking a volley ball team to Europe during the summer; and reviewed developments for the open tournament in South Bend, Indiana, May 13-15, 1948. The date for the annual meeting of the Association was set for May 12 in South Bend.

The December meeting in New York had been authorized at last May's Houston, Texas, meeting for the purpose of enabling association members to complete work and plans that will improve the game of volley ball and strengthen the organization through which it is accomplished.

**Snap That Picture**—High school amateur shutter fans again have an opportunity to prove their ability. The third National High School Photographic Awards event is in progress—sponsored by the Eastman Kodak Company and approved by the Contest Committee of the National Association of Secondary School Principals. Any student who is attending daily any of the high school grades from the ninth to the twelfth inclusive, in a public, parochial or private high school within the borders of continental United States is eligible. Only black and white snapshots may be entered and must be in one of the five picture classifications designated: school projects; people; scenes and still life; animals and pets; babies and small children.

The contest began on the second of February and will close May 7, 1948. A total of 361 prizes, ranging up to a grand prize of \$500 for a single picture, and certificates of merit will be awarded the winners. Prints or enlargements should be sent to the National High School Photographic Awards, 343 State Street, Rochester 4, New York.

**Happy Birthday**—The Camp Fire Girls were one year older on March 17. The Girls celebrated their anniversary the entire week of March 14-20 and held the Camp Fire Girls Professionals Conference on March 18 through March 22 at the Hotel Biltmore in Los Angeles, California.

**The Boys Have Plans, Too**—Three hundred Boys' Clubs over the country, with their more than 275,000 members, are celebrating Boys' Club Week from April 5 through April 11 this year. Special programs to be offered each day of the observance include Friendship Day, Family Night, Alumni Day, Jubilee, Know Your America Day, Community Service Day, Church and Home Day. Another event on the agenda is the presentation of medals to five authors and certificates of awards to five other authors whose books received highest recommendations from members of the Boys' Clubs and from the members of Boys' Clubs of America Junior Book Awards Committee. Write to Iris Vinton, Director of Publications Service, Boys' Clubs of America, 381 Fourth Avenue, New York 16, for additional details.

**A Week of Creating and Playing**—Puppetry-making and using puppets, ceramics and linoleum block printing, non-musical games and party planning, folk games and dances, singing, weaving, nature, crafts, making of games and puzzles are just a few of the major attractions of the 1948 Hiram Recreation Workshop program. The fourth annual workshop will be conducted the week of April 25-May 1 in the Recreation Center of the Government's Arsenal at Ravenna, Ohio. The charge will be a registration fee of ten dollars, payable with application.

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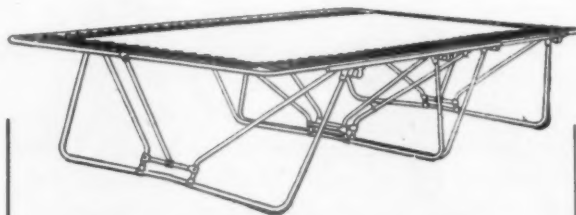
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## Questions About—

### Teen Canteens

### A Baseball Backstop

**Question**—We are developing an athletic field and have run into the problem of erecting a suitable backstop for baseball. On inquiring, we find that the heavy mesh wiring that is sometimes used is very irritating to the eyes when viewed from a grandstand directly behind the backstop. Is there an approved construction of finer wire that will be strong enough to stay up under usage given it in a public park and yet fine enough not to irritate the eyes of those who are sitting behind it?

**Answer**—We have never heard any complaint before as to the effect of heavy mesh wiring upon the eyes nor do we know of any approved construction of finer wire strong enough to stay up under such strenuous usage.

The only suggestions which we can make to you are two: the first is for you to get in touch with wire manufacturing companies asking for advice and information concerning the various types of wire that can be used for backstops.

The second is the possible use of reinforced glass. This, of course, would be expensive but would certainly eliminate your problem. One of our planning specialists says that this has been used somewhat on an experimental basis in several instances and he thinks it will soon be generally accepted.

The heavy No. 6 or No. 9 two-inch mesh wire is used very widely in park departments because it is strong and durable.

**Question**—I find that you have some literature concerning canteens for teen-age children. I am very interested in this subject and hope that I may be able to obtain legitimate literature to aid me in my task of persuading city governments, department stores and other business firms to establish these canteens in cities of size.

*Having been a juvenile delinquent myself, I know how much these things would have aided me if they had been available at the time when I needed them. For you see, I am now, and have been for the past eight years, in the penitentiary. I hope in my meager way to help to prevent others from following in the same path.*

**Answer**—Ever since 1941 there has been a great deal of interest in this subject, fostered, of course, by the effect of war on the teen-age boys and girls. Teen centers have sprung up all over the country in both large and small communities. They are generally accepted now as a form of recreation and are being sponsored more and more often by public recreation departments rather than by private individuals or agencies. We do not doubt that they have been of tremendous value in combating juvenile delinquency. We know that many factors, such as home environment and the like, are involved. We also know, however, from many studies that have been made, that when a community provides adequate recreation areas and facilities and—which is more important—trained professional leadership, the youngsters are far less likely to be found in taverns, on the street and engaging in other types of non-social behavior.



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## At Headquarters...

### Thomas E. Rivers



**T**HE SIGHT of Tom Rivers, carrying on business in a quiet and friendly fashion at the National Recreation Congress, is a familiar one to recreation people, for he has been Secretary of the Congress for the last twenty-five years. Tom is that rather tall man, with sparse, graying hair and a big smile, who seems to be everywhere at once. During a long period of devoted service to recreation interests he has become well-known to workers in this and other countries.

All suggestions for the large cooperative venture, which is the Congress, are centralized on Tom's desk; and his is the general responsibility for pulling them together. Actually, this responsibility entails continuous and energetic activity throughout the year in an attempt to get ideas from as wide a range of people as possible on all phases of program, to set up the series of meetings, demonstrations, workshops which are a part of the central purpose of the Congress—that of exchanging information, experience and ideas.

Mr. Rivers points out that, in his opinion, one of the finest things about the National Recreation Congress is that it is *not* a legislative body and, therefore, is a gathering wherein people can feel free to be themselves, and to air their opinions frankly. Discussion need not be hampered by political considerations. Other purposes of the Congress are to help with promotion and interpreta-

tion of recreation work to the country at large; to provide workers and all interested people with an opportunity to hear, and talk with, outstanding personalities in the recreation field; and to help recreation in the area in which the meeting is held.

He says, "As the Congress has grown in size, we have tried to work out ways and means of keeping it close to the people." This year the great interest in recreation in rural areas and small towns has led to the choice of Omaha, Nebraska, as a location in the heart of rural America.

Another of Tom River's responsibilities, one that in itself should be enough to keep him busy, is that of fund raising for the National Recreation Association which, as a service organization, is supported by contributions.

"Over 400 sponsors, some of them the outstanding men and women of America, have enlisted in the great task of backing up the recreation movement," he relates proudly. "It has been very satisfying to be responsible for helping people to see the value of putting money into this work."

From time to time, Mr. Rivers also has been responsible for helping with the Association's cooperative projects with various federal departments in Washington, including services in the first world war—when he acted as Secretary of President Coolidge's Outdoor Recreation Conference, special services during the depression and during the recent war when staff was recruited for the Office of War Community Services—the department which was responsible for supervising all the recreation work for the armed forces.

For lo these many years, Tom Rivers has been interested in working with and helping people. As a young man, he chose the University of Wisconsin as an outstanding example of a university which was attempting to relate the work of the college to the people. While serving as student assistant to the university pastor, he became interested in community center work and helped to start activities for boys in a neighborhood school.

He joined the staff of National Recreation Association immediately after graduation, doing field work in the South until the Army claimed him.

After the war he plunged into work as acting manager of the Association personnel bureau, and was responsible for the vigorous recruiting program which was necessary. Later, in 1926, he helped to organize the graduate division of the National Recreation School and served as secretary of the division during a ten year period.

In spite of the pressure of professional obligations, Tom Rivers has found time to be active in community affairs in his hometown of Bronxville,



*Specific information for future recreation workers*

# COMMUNITY RECREATION



*By Meyer  
and Brightbill*

Here is a new introductory survey which emphasizes the *practical* aspects of recreation techniques. Stress is placed on public recreation, since this is the field of greatest interest for most recreation workers. The many forces, resources, and interests required to provide a total community recreation program are tellingly described and discussed. Tables, charts, diagrams, and over sixty photographs stimulate the student's interest in his subject. COMMUNITY RECREATION offers exceptional study aids. Each chapter ends with a Workshop divided into two parts: questions for exploration and questions for planning. In addition to full references, there is a helpful appendix listing films about various phases of recreation, the chief recreation agencies, and some supply houses selling equipment and facilities.

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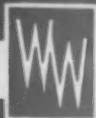
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New York. Among these can be listed, of all things, money raising for the community chest, Red Cross and church. He is a gardening and fishing enthusiast, having enjoyed surf-casting and sailing practically in the front yard of his summer cottage on Fire Island, until the last hurricane wiped it away; he restores antique furniture.

He is quite the family man and speaks proudly

of his two daughters and a son, all in college. The family has played a great deal together, and had fun with a family orchestra when the children were young. At that time the household was overrun with pets—from mice to snakes, and the backyard was the neighborhood playground. None of the pets proved troublesome except, perhaps, the mice. Ah, well!—times change, and what with a daughter studying to be a zoologist, the situation

## People in Recreation

### New Appointment

**R**USSELL A. PERRY, Director of Recreation, Wilmette, Illinois, has accepted the appointment as State Recreation Consultant in Illinois. Mr. Perry, who will begin his new duties August 1, will be responsible to the Division of Youth and Community Service of the Department of Public Welfare. He will also serve as Secretary of the Illinois Inter-Agency Committee on Recreation.

Before going to Wilmette last year, Russell Perry had been Director of Recreation in Aurora, Illinois, since 1935. He is a graduate of the University of Illinois.

### Apprentice Fellow Takes Position

**T**HE APPOINTMENT OF David J. DuBois to the position of Program Planning and Training Advisor under the Department of Parks and Recreation in King County, Washington, comes as a reward for the strenuous training schedule he has carried in Tacoma, Washington. Under the able guidance and close supervision of the Superintendent of Recreation, Thomas Lantz, Mr. DuBois' training has been thorough as well as extensive.

David DuBois was granted a Henry Strong Dennison Apprentice Fellowship in the spring of 1947. His teaching experience and study in public administration at Denver University had been interrupted by the war. In the Army from 1943 to 1946, his service included information and education and public relations work. Mr. DuBois' background in journalism and his many extracurricular activities in college were of great help in preparing him for his successful experiences in coping with public relations problems and assignments for the Army newspaper while he was in Austria with the 83rd Infantry Division. After military service, Mr. DuBois enrolled at Columbia University where he received his Master's Degree in the field of social science.

### Note from Berlin

**"A**T LAST I'M on the job here and what a job there is to be done! In spite of the suffering from cold and hunger, hundreds of young people are alert and keen to work out new ways of doing things. For the past month I've been working with these young people as well as with the Burgermeisters and other community leaders on a leadership training project. The great need for this was apparent before I'd been here a week.

"We're opening January 19 and will be able to give special recreation and community service training to about 1,500 this winter and spring."

This note was received from Howard Johnston, recently appointed Director of Youth Activities in the American zone in the Berlin area. Mr. Johnston and Austin Welch were the two men selected by Dr. C. Arild Olson, liaison representative between General Clay's staff and the Civil Affairs Branch of the Military Government in Germany, who made a trip last spring to the United States in an effort to recruit a number of educators and two youth serving directors. Dr. Olson came to the National Recreation Association for assistance in locating the latter two. Several prospects were suggested and Mr. Johnston and Mr. Welch were selected.

Howard Johnston was trained on the Association's apprentice program prior to the war. Before seeing service for several years in the South Pacific during the war years, he had served as Superintendent of Recreation in Centralia, Illinois.

Austin Welch served on the local staff in Cincinnati, Ohio, and as State Director of Recreation for the WPA in Kentucky, and more recently as Recreation Specialist with the Federal Public Housing Authority. Mr. Welch is now Director of Activities in the Greater Hesse area of Germany.

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*Players mentioned are retained as members of the Wilson Advisory Staff.*

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## V. K. Brown Retires



"**S**TEPPING OUT, what can one say in farewell to his associates of so many years?" So spoke V. K. Brown as he retired in February from his position as Chief of the Recreation Division of the Chicago Park District.

"If the years have taught me any wisdom at all for a final word it is this: Don't let yourself get into ruts! Something dies in both you and the service when you go stale. . . . Lie awake nights if you have to, but keep your programs fresh! Aim always at doing big things together, as a whole department. . . . Tackle things tough enough to require the united effort of all of you."

In honor of the sixty-five-year-old leader who served Chicago for twenty-eight years, Howard Braucher, President of the National Recreation Association, has written:

"Since 1909 I have known V. K. and always as a personal friend and comrade. Of course sometimes we have differed profoundly on matters of policy, but V. K. has never wanted for his friends only those who agree with him. Always V. K. has been original, creative, with the spirit of a pioneer, facing problems from the human point of view, concerned more, it seemed to me, over the quality and the spirit of the recreation service than over quantity. From his early days he has been a statesman and a leader. In congresses and district meetings and in individual conferences he has ever been ready to make his experience available to others. The load he has carried in Chicago year in and year out has been exceedingly heavy, but he has seemed to carry it with ease and always with distinction."

L. H. Weir, field secretary of the Association, also pays tribute to Mr. Brown:

"Among the leaders of the nation who have mightily advanced the recreation movement in America, V. K. Brown is distinguished by his vision, wide range of knowledge, interpretative powers, leadership qualities and organizing ability. His forty years or more of service in the recreation movement have been lighted by a missionary zeal and a fervent belief that within leisure hours people individually may find the opportunity for joyous and more abundant living and that the spirit of friendliness and neighborliness in communal living may be made the prevailing rule."

APRIL 1948



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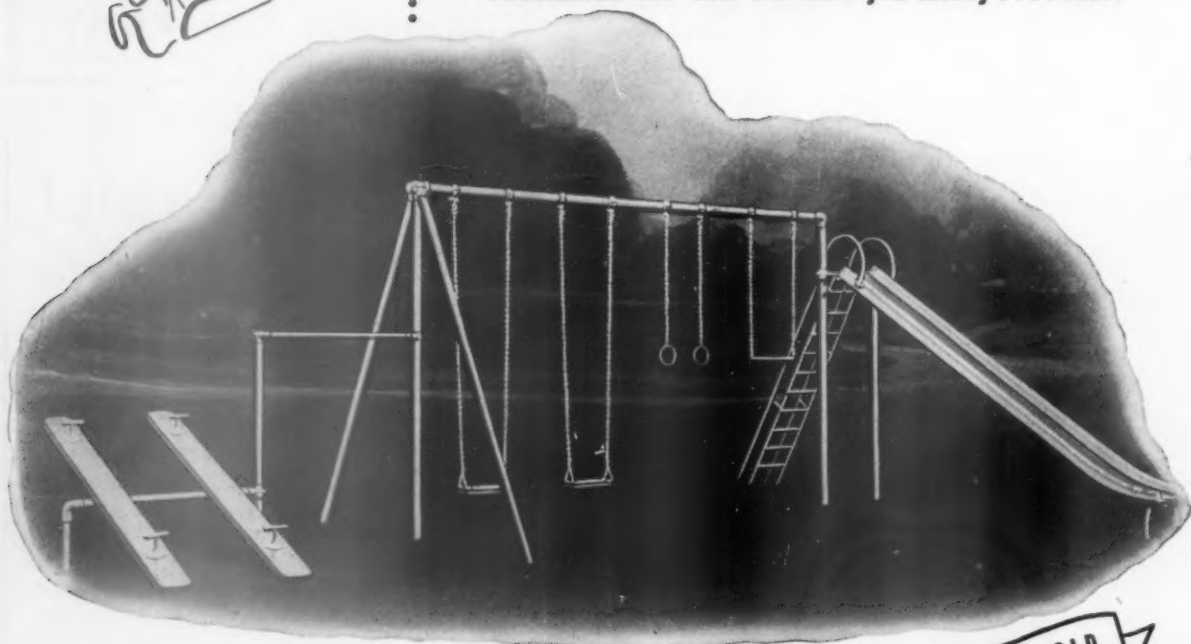
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# Recreation Training Institutes

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HELEN DAUNCEY  
Social Recreation

Eugene, Oregon  
April 7-9, 12, 13  
Yakima, Washington  
April 19-23  
Tacoma, Washington  
April 27, 28; May 4-6  
Spokane, Washington  
May 10-14  
Boise, Idaho  
May 17-21  
Idaho Falls, Idaho  
May 24-28

Don January, Director of Recreation

Howard Schaub, Director of Physical Education,  
Board of Education  
Mrs. H. S. Whitman, Council of Social Agencies

S. G. Witter, Director of Recreation

Bob Gibbs, Director of Physical Education

Jim Infelt, General Secretary, Y.M.C.A.

RUTH EHLERS  
Social Recreation

Memphis, Tennessee  
April 19-23  
Frankfort, Kentucky  
April 26-30  
Chattanooga, Tennessee  
May 3-7  
Birmingham, Alabama  
May 10-14

Chauncey Barbour, Superintendent of Recreation

Alfred Elliott, Superintendent of Recreation

Ed. Hargraves, Superintendent of Recreation

Miss Agnes C. Henagan, Supervisor of Recreation

ANNE LIVINGSTON  
Social Recreation

Punta Gorda, Florida  
April 8-10  
Fort Pierce, Florida  
April 12-14  
West Palm Beach, Florida  
April 15-17  
Miami, Florida  
April 26-28  
Kansas City, Missouri  
May 24-28

Dean B. C. Riley, University of Florida, Gainesville

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Miami, Florida  
April 5-16  
Miami Beach, Florida  
April 5-16  
Pittsfield, Massachusetts  
April 26-May 7  
Syracuse, New York  
May 10-21  
Omaha, Nebraska  
May 24-28  
Jefferson City, Missouri  
May 31-June 4

Pete Roberts, Superintendent of Recreation

B. B. Wheeler, Superintendent of Public Recreation

Mrs. Corinne Conte, Supervisor of Girls, Park Commission

Mrs. Helena Hoyt, Superintendent of Recreation

R. B. McClintock, Superintendent of Parks and Recreation, 601 City Hall

Ben Porter, Director of Parks and Recreation

ALICE VAN LANDINGHAM  
Social Recreation

Parkersburg, West Virginia  
May 10-14

William Pearson, Director, Wood County Recreation Commission

GRACE WALKER  
Creative Recreation

New Haven, Connecticut  
April 5-16  
Providence, Rhode Island  
April 19-23  
Dayton, Ohio  
April 26-30  
Tuscaloosa, Alabama  
May 3-7  
Chattanooga, Tennessee  
May 10-14  
Toledo, Ohio  
May 17-21  
Kansas City, Missouri  
May 24-June 4

Norman Watts, Director, Dixwell Community House, 98 Dixwell Avenue

Joseph G. Le Count, Secretary, John Hope Community Association, 103 Westminster Street

Clarence L. Thomas, Executive Director, Linden Community Center, 334 Norwood Avenue

S. W. Washington, Jr., Tuscaloosa Community Center, 3005-18th Street

Ed. Hargraves, Superintendent of Recreation

William A. Smith, Jr., Executive Director, Frederick Douglass Community Association, 201 Pinewood Ave.

Woodrow Austin, 2403 Tracy Street

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## Authors in This Issue

HAROLD HAINFELD—Director of Summer Playgrounds, Tenafly, New Jersey. Article on page 5.

GLENN WILCOX—Director of Physical Work, Recreation Department, Fort Worth, Texas. Article on page 6.

HERBERT B. MULFORD—Recreation Department, Wilmette, Illinois. Article on page 9.

ROBERT L. HORNEY—Superintendent of Recreation, Peoria, Illinois. Article on page 12.

C. E. BREWER—Recreation for Industrial Employees, National Recreation Association. Article on page 14.

EDGAR A. TOWNE—A nineteen-year-old undergraduate at the college of Wooster, Wooster, Ohio.

VERA-MAY LEWIS—Senior Playground Director, Department of Parks and Recreation, County of Los Angeles, California. Article on page 19.

ALICE KANE—Librarian, Boys and Girls House of the Public Libraries, Toronto, Canada. Article on page 20.

ELLEN McCOMB—On staff of University Hospital School, University of Michigan. Article on page 27.



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## DECADE OF GROUP WORK

Charles E. Hendry, Editor

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- Art of Chinese Paper Folding, The*, by Maying Soong. Harcourt, Brace and Company, New York. \$2.50.  
*Flower Arrangement*, by Matilda Rogers. The Woman's Press, New York. \$1.50.  
*Games for Two*, by Albert H. Morehead and Geoffrey Mott-Smith. The John C. Winston Company, Philadelphia, Pennsylvania. \$2.00.  
*Good Housekeeping Needlecraft Encyclopedia, The*, edited by Alice Carroll. Rinehart and Company, New York. \$3.75.  
*Highpockets*, by John R. Tunis. William Morrow and Company, New York. \$2.50.



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## New Publications

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Girl Scouts, National Organization, New York.  
\$.75.

EVERY YOUNG PERSON dreams of following winding streams and side roads, of sleeping under the stars. Here is a pamphlet to help make that dream come true. Dealing in detail with planning, preparation, camp sites, budget and equipment for a variety of trip camps including the walking trip, bicycle trip, wagon or pack trip, boat or canoe trip and motor trip, it is a guide for both leaders and trippers. Here are suggestions as to how to make trip camping an experience long to be cherished.

### Good Times in the Rural Church

Edward L. Schlingman. The Christian Education Press, Philadelphia. \$1.25.

WELL WORTH LOOKING into is this pamphlet which explores the possibilities of good fun with farm or near-farm inhabitants. It deals with such subjects as facilities, organization of program, year-round activities and games for various ages, leadership tasks, cooperation between the church and the school and the home, and home play. An excellent bibliography for a recreation library is included.

### Nature Quests and Quizzes

Raymond T. Fuller. John Day Company, New York. \$1.50.

A UNIQUE VOLUME that offers fun and instruction to every reader. The book is in two parts—the first, a series of one hundred nature-quests such as “Finding a Spotted Salamander” or “Telling the Age of a Tree.” The second part is made up of one hundred nature questions enabling you to examine yourself, or to put the questions to your friends. An entertaining and amusing introduction to nature study!

### Child's Book of Carpentry

Jeanne Taylor. Greenberg: Publisher, New York.  
\$2.50.

CHILDREN LIKE TO build things. This little book, written for the young child himself, is simple in text, filled with colorful drawings, and gives six different projects for the child to construct—a boat, a bookcase, a footstool, a chest, a picture frame, a chair—explaining the various steps, necessary tools and their proper use. An appendix offers sound advice to the parent or teacher. A book to help children learn to make useful things and to gradually develop skills which will give them great pleasure.

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